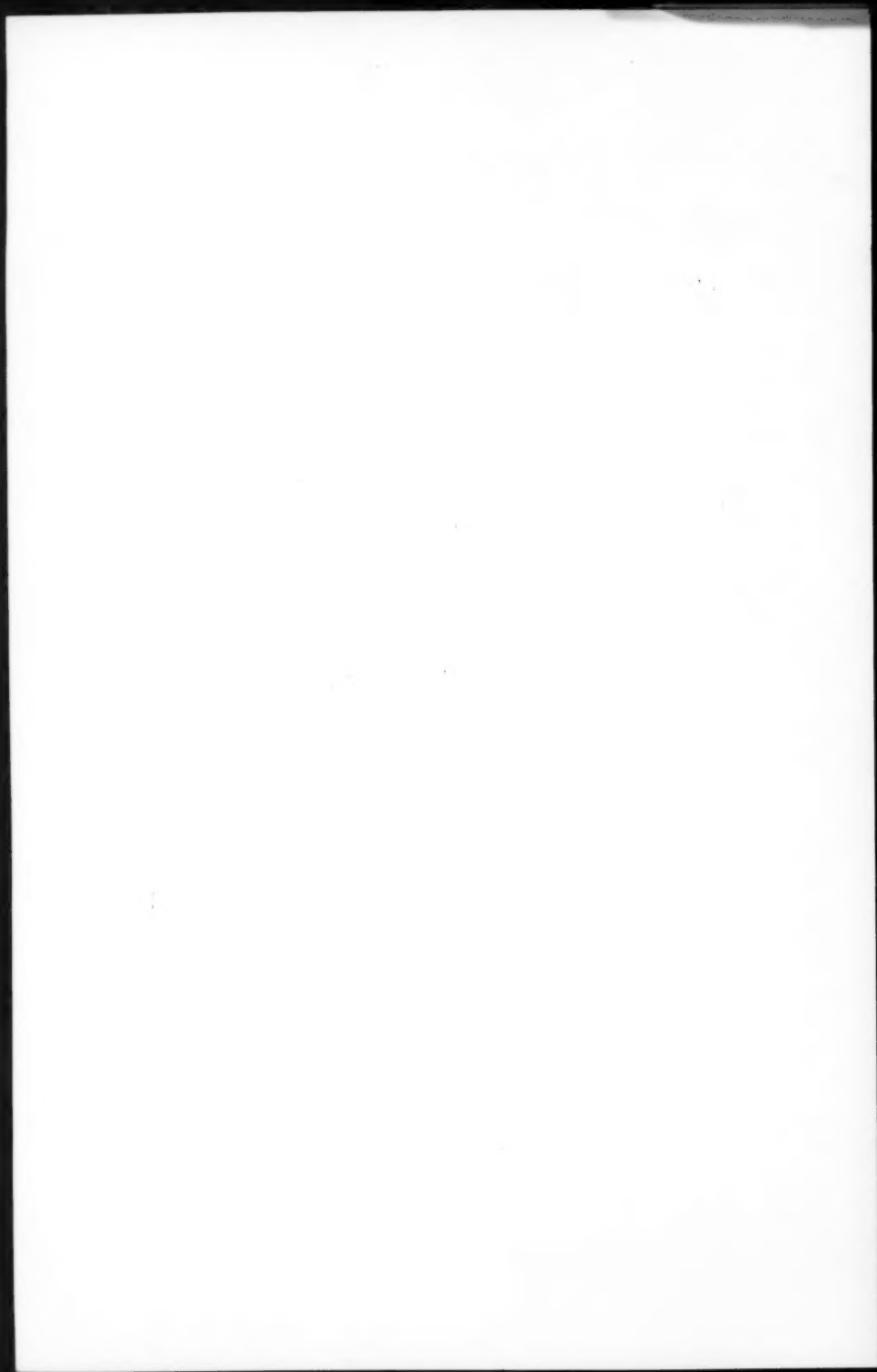


# LIBERAL EDUCATION



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## LIBERAL EDUCATION

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# How Long Is a College President?

WILLIAM K. SELDEN

*If you believe, as many do, that the average length of tenure of a college president is four years, you're in for a surprise. It's just another of the myths of the trade*

How long is a college president? Or more precisely, what is the average length of tenure of the chief administrative officer of a college or university?

This question began seriously to interest me during the past summer when both for pleasure and for a book review which I was writing I read a spate of books by university presidents. Two of these authors, who enjoy well deserved respect, included comments about the short term of office of college and university presidents and referred specifically to the average in recent decades as being about four years. The more I reflected on these undocumented but categorical statements the more I wondered if this figure might not represent a myth—a myth that had been perpetuated by inertia. No one had taken the time or energy to study the facts on a wide basis.<sup>1</sup> On further reflection I realized that I was in a strategic position to undertake the task of proving whether this oft-quoted figure of four years is fact or fiction.

Each September the National Commission on Accrediting distributes membership bills to the 1300 eligible colleges and universities in this country of which well over 1100 are current members. Since this represents the broadest institutional membership of any organization in higher education we appeared to be in the best position to try and answer the question with the least amount of effort. Consequently a short questionnaire and explanation were enclosed with each membership bill when they were mailed this past September to the president of each of the 1300

1. "The Evolution of Administrative Offices in Colleges and Universities" by Earl J. McGrath (Doctoral dissertation, University of Chicago, 1933) reports on the position of the president and other administrative offices in 36 institutions between 1860 and 1933.

colleges and universities. The information solicited included the date on which the institution first began operation, the number of presidents since that date, the name and years of office of each president since 1900, and notations as to type of institution, type of control, size of enrolment and whether the student body comprised men, women or both.

Since the questionnaire appeared relatively inoffensive and since it involved the position of the individual to whom it was addressed, we expected a generous return. The response, however, was a bit overwhelming. Within a period of only a few weeks and with no follow-up requests, over a thousand responses were received. This 78 per cent return, in which few responses were not usable, proved to us among other things that questionnaires may be a downright nuisance to those to whom they are sent but the work entailed in filling them out involves much less effort than is required of those who must correlate and study all the completed replies. Even though only a few items were involved in this questionnaire, and even though punch cards and machines were employed for part of the computations, we soon felt like the sorcerer's apprentice. Every time we finished with one, two more arrived.

But the gratification of being able to scotch the myth—for myth it proved to be—of the four-year average for college and university presidents amply compensated for the tedious hours spent in analyzing the replies. Even more important, in a year when there has been considerable publicity about the early resignations of a few college presidents, facts are the best answer to those who paint only with dark colors on their palettes and underrate the attractions of the position of chief administrative officer of our institutions of higher education.

\* \* \*

Length of tenure is by far not the only factor of importance in any position. Yet it is measurable and may be symptomatic of other more significant factors. Long tenure may indicate congeniality and capacity of an individual for the position as well as confidence in him on the part of the trustees, faculty, students and alumni. On the other hand, a long tenure may indicate an erosion of vitality in the institution and an avoidance of responsibility on the part of the trustees. In fact, both situations may occur at different times in a long administration. The most dramatic example is that of Eliphalet Nott.

Assuming the presidency of Union College in 1804 at the age of 31, Nott strengthened and developed a shaky institution which had been in

financial difficulties during the presidency of Jonathan Maxcy, a former president of Brown University and afterwards first president of the University of South Carolina. But Nott's presidential term of 62 years, unequaled anywhere else, ended with dubious value to him and to the college. In his latter years he was subject to accusations of financial misappropriation which were undoubtedly damaging to the college as well as himself. This incident was followed by a stroke which in time incapacitated him and limited his educational usefulness but not his power to hold the office. Nott relinquished this power only with death in 1866 at the age of 93.

Although compulsory-retirement regulations would not now permit such a death-grip on a presidency, those who bemoan the mythical tenure of four years speak with seeming reverence for such long-term presidents as:

James Burrill Angell — 38 years at the University of Michigan (1871-1909)

Frederick W. Boatwright — 51 years at the University of Richmond (1895-1946)

Nicholas Murray Butler — 44 years at Columbia University (1901-1945)

Charles Lewis Cocke — 55 years at Hollins College, Virginia (1846-1901)

B. B. Dougherty — 52 years at Appalachian State Teachers College, North Carolina (1903-1955)

Charles W. Eliot — 40 years at Harvard University (1869-1909)

J. Allen Holt — 39 years at Oak Ridge Military Institute, North Carolina (1875-1914)

Charles E. Hyatt — 42 years at Pennsylvania Military College (1888-1930)

J. L. Jarman — 44 years at Longwood College, Virginia (1902-1946)

William F. King — 43 years at Cornell College, Iowa (1865-1908)

James H. Kirkland — 44 years at Vanderbilt University (1893-1937)

Laur. Larsen — 41 years at Luther College, Iowa (1861-1902)

E. O. Lovett — 39 years at Rice Institute, Texas (1907-1946)

William F. Peirce — 41 years at Kenyon College, Ohio (1896-1937)

I. N. Rendall — 40 years at Lincoln University, Pennsylvania (1865-1905)

Rush Rhees — 35 years at the University of Rochester (1900-1935)

Howard E. Rondthaler — 40 years at Salem College, North Carolina (1909-1949)

Virginia Alice Cottey Stockard — 41 years at Cottey College, Missouri (1884-1921 and 1925-1929)

J. A. Thompson — 43 years at Tarkio College, Missouri (1887-1930)

Booker T. Washington — 34 years at Tuskegee Institute, Alabama (1881–1915)

Innocent Wolf, O.S.B. — 44 years at St. Benedict's College, Kansas (1877–1921)

James M. Wood — 35 years at Stephens College, Missouri (1912–1947)

Mary Emma Woolley — 37 years at Mount Holyoke College, Massachusetts (1900–1937)

This list of former presidents who have celebrated not merely their silver anniversary but over thirty years in office and who have served at least part of their tenure in this century could be increased more than fourfold. They represent all types and sizes of institutions and most of the geographical regions of the country. They do not, however, include individuals who have served as presidents at more than one institution such as:

Edwin A. Alderman — 35 years at the University of North Carolina (1896–1900), Tulane University (1900–1904) and the University of Virginia (1904–1931)

Cloyd Heck Marvin — 37 years at the University of Arizona (1922–1927) and George Washington University (1927–1959)

Rufus B. von KleinSmid — 33 years at the University of Arizona (1914–1921) and the University of Southern California (1921–1947)

Henry M. Wriston — 30 years at Lawrence College (1925–1937) and Brown University (1937–1955)

This roll can be augmented even further by consecutive presidential tenures of extraordinary length at such institutions as:

Agnes Scott College, Georgia — Frank Henry Gaines, 34 years (1889–1923), and James Ross McCain, 28 years (1923–1951)

Belmont Abbey College, North Carolina — Leo Haid, O.S.B., 42 years (1882–1924), and Vincent G. Taylor, O.S.B., 32 years (1924–1956)

Bowdoin College, Maine — William DeWitt Hyde, 32 years (1885–1917), and Kenneth Charles M. Sills, 35 years (1917–1952)

Clark University, Massachusetts — G. Stanley Hall, 31 years (1889–1920), and Wallace W. Atwood, 26 years (1920–1946)

Haverford College, Pennsylvania — Isaac Sharpless, 30 years (1887–1917), and William Wistar Comfort, 23 years (1917–1940)

MacMurray College, Illinois — Joseph R. Harker, 32 years (1893–1925), and Clarence P. McClelland, 27 years (1925–1952)

Milwaukee-Downer College, Wisconsin — Ellen C. Sabin, 26 years (1895-1921), and Lucia R. Briggs, 30 years (1921-1951)

National College of Education, Illinois — Elizabeth Harrison, 34 years (1886-1920), and Edna Dean Baker, 29 years (1920-1949)

Stevens Institute of Technology, New Jersey — Henry Morton, 32 years (1870-1902), Alexander Humphreys, 25 years (1902-1927), and Harvey Davis, 23 years (1928-1951)

Vassar College, New York — James Monroe Taylor, 28 years (1886-1914), and Henry Noble MacCracken, 31 years (1915-1946)

In this study various interesting situations have been noted. In some cases presidential succession has seemed to involve filial inheritance. Isaac C. Ketler who organized and was president of Grove City College, Pennsylvania for 37 years (1876-1913) was soon followed by his son, Weir C. Ketler, whose term extended for 40 years (1916-1956). At nearby Muskingum College in Ohio, J. Knox Montgomery served as president for 27 years (1904-1931) and was succeeded in 1932 by his son, Robert N. Montgomery, the current president, who had previously headed Tarkio College, Missouri for two years (1930-1932). In like manner, Franklin B. Moore, president of Rider College, New Jersey for 36 years (1898-1934), was succeeded by his son, Franklin F. Moore, who has continued to serve as president for 25 years and may well equal if not surpass his father in length of service.

Juniata College, Pennsylvania, whose current president, Calvert N. Ellis (1943- ), succeeded his father, Charles C. Ellis (1930-1943), is also noted for the fact that, among three Brumbaughs who have served as the institution's chief administrative officer, I. Harvey Brumbaugh probably holds the all-time record for length of service as an acting president. Before he was made president (1911-1924), he served for more than eleven years in the anomalous position of acting president (1900-1911). The longest family regime can be claimed by the Campbells. In 1887 James A. Campbell founded an academy in North Carolina which was transformed into a junior college in 1926 and was understandably named Campbell College. Serving for 47 years as the chief officer (1887-1934), the father ultimately gave way to the son, Leslie H. Campbell, who is completing his 25th year as the institution's second president.

Lest it be concluded that successive long tenures now current are being completed only by the sons of their predecessors, other examples deserve mention. At Augustana College, Illinois, Conrad Bergendoff who

is currently in his 25th year was preceded by Gustav Andreen, president for 34 years (1901-1935). Herbert D. Welte, now in his 31st year at Central Connecticut State College, followed Marcus N. White, president for 35 years (1894-1929). And Ralph Waldo Lloyd has already completed 29 years as successor to Samuel Tyndale Wilson who was president of Maryville College, Tennessee for a like period (1901-1930).

The roster of presidents with long tenures is not complete without mention of others currently in office who were inaugurated around a quarter century or more ago. Again different types and sizes of institutions are represented.

Sister M. Columkille—36 years at Incarnate Word College, Texas (1923- )

James L. Conrad—28 years at Nichols College of Business Administration, Massachusetts (1931- )

Roy Ellis—33 years at Southwest Missouri State College (1926- )

Grady Gammage—33 years at Arizona State Teachers College (1926-1933), and Arizona State University (1933- )

Dominion R. Glass—37 years at Arkansas-Haygood College (1919-1928), and Texas College (1931- )

Irvine S. Ingram—27 years at West Georgia College (1932- )

Jacob Johnson—26 years at Connors State Agricultural College, Oklahoma (1933- )

Mordecai W. Johnson—33 years at Howard University, District of Columbia (1926- )

Gladys Beckett Jones—29 years at the Garland School, Massachusetts (1930- )

Albert N. Jorgensen—24 years at the University of Connecticut (1935- )

Lawrence T. Lowrey—34 years at Blue Mountain College, Mississippi (1925- )

Sister M. Madeleva—25 years at St. Mary's College, Indiana (1934- )

Clyde A. Milner—25 years at Guilford College, North Carolina (1934- )

Arthur M. Murphy—25 years at Saint Mary College, Kansas (1934- )

William C. Pressly—33 years at Peace College, North Carolina (1926- )

John W. Raley—25 years at Oklahoma Baptist University (1934- )

Irving T. Richards—25 years at Cambridge Junior College, Massachusetts (1934- )

Theodore P. Stephens—26 years at Aurora College, Illinois (1933- )

Paul R. Stewart—38 years at Waynesburg College, Pennsylvania (1921- )

H. W. Stilwell—32 years at Texarkana Junior College, Texas (1927- )

Ila D. Weeks—24 years at the State University of South Dakota (1935- )



From this generous list of presidents with long tenures it is apparent that a national four-year average could be attained only by a compensatingly large number of one- or two-year terms such as my own at Illinois College (1953-1955). But, as already has been indicated, the four-year average is not a fact but a myth.

\* \* \*

### *What do the statistical results in this study show?*

*Average Length of Service of Current Presidents*—Probably the most interesting statistic derived from this study shows that the average length of service of the *current* presidents in office at all types of colleges and universities is 8.1 years—twice the assumed or mythical four-year average for completed terms of office. Among the various classified groups, the range of averages for current presidents is from 5.8 years for Catholic institutions, where rotation in office, although less widely practiced than in the past, is a limiting factor on tenure, to 9.7 years for teachers colleges, both public and private. The lowest averages, after the Catholic institutions, were found in institutions for men only (6.2 years), specialized institutions (6.3 years), and all institutions in the thirteen Western states (6.9 years). After the teachers colleges, the highest averages were found for all institutions in the nine states of the South Central section of the country (9.1 years) and for all colleges and universities throughout the country with an enrolment between 1000 and 2000 students (9.0 years).

These statistics become even more significant when they are compared with length of time current top executives have served in their positions in some 600 of the largest corporations throughout the country. *Fortune* reported in November 1959 that 52 per cent of the 1700 corporation officials included in their study have served less than six years and fewer than 15 percent have served for fifteen years or more.<sup>2</sup> The comparable figures for the college and university presidents are strikingly similar—50 per cent for six years or less and 13.3 per cent for fifteen years or more. In other words, there is relatively little difference in average length of service between these two groups of current executives.

The comparison between the two groups could be carried further. Donald K. David, former dean of the Harvard Graduate School of Business Administration, has said that "the principal job of the chief (cor-

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2. Similar conclusions were reported in *Business Week*, 9 June, 1956.

poration) executive (in the 1920's and earlier) was the economic concern, the operation of the business. Now the top executive spends relatively little time on that. A fair share of his time is spent on relations with the Government and the public, in concern with the attitudes of employees, stockholders and customers." Could this statement not be paraphrased with equal validity for the college and university president by the substitution of only a few words?

The principal job of the college president in the 1920's and earlier was the educational concern, the operation of the curriculum. Now the president spends relatively little time on that. A fair share of his time is spent on relations with the Government and the public, in concern with the attitudes of faculty and other employees, alumni and students.

Educational institutions in the United States, just as business and industrial corporations, are subject to economic, political and social influences. These influences quite naturally and appropriately call for changes to meet changing conditions, and the position and functions of the chief administrative officer, whether in business or in education, must adjust accordingly. Without adjustment both types of institutions run a serious risk of failing in their missions.

*Average Length of Service of Former Presidents*—Despite the apparent changes in the functions of the college and university presidency, there has been no reduction in the average length of administrations in institutions of higher education. The results of this study show that for the colleges and universities founded before 1900 the average of the institutional averages, since the dates of founding, for the length of term of the chief administrative officer, whether president or acting president, is 10.1 years. In comparison, the average of the averages of all institutions since 1900 is 10.3 years—an increase; and by excluding from consideration the acting presidents the average of the institutional averages since 1900 rises further, to 11.4 years.

Further comparisons prove to be interesting. For reasons that have already been noted in relation to current presidencies, the Catholic institutions have the shortest average terms of all the classified groups, whereas independent, non-church-related colleges and universities have averaged longer administrations than institutions under other types of control. Institutions in the New England and South Eastern areas have provided higher averages than other sections of the country, especially the Western states where the average is lowest.

In most classified groups of institutions, as may be seen in the appended tables, the average length of administrations in this century is longer than the over-all average since the date of founding for those institutions founded before 1900. There are a few exceptions, however, such as institutions with present enrolments under 500, colleges for women only and junior colleges. In the case of the junior colleges it should be remembered that most of those which were founded before 1900 were originally created as some other type of institution and have been transformed in more recent years into junior colleges.

In fact, the classification of institutions as to type is not a simple matter. For example, teachers colleges are being transformed in rapid fashion into general colleges and in some cases into universities. One president wrote that as of the moment his institution is a liberal arts college but by action of his board of trustees it will become a university on 1 January 1960. Although he did not so state, no doubt the president realizes that, for the present at least, this sudden metamorphosis involves the name alone. True universities are not created that easily. We classified his institution as a liberal arts college.

This study, exploding the myth of the four-year average of college and university presidents, demonstrates that there continue to be long-term presidents despite the recent publicity of a few early resignations. Looking to the future it is interesting to project that, assuming retirement at 68, Nathan Pusey will still be president of Harvard University in 1975 after 31 years in an office which he first assumed at Lawrence College in Wisconsin (1944-1953). By 1981 James S. Coles will have had time to complete a 29-year term as president of Bowdoin College, Maine, the position which he and his two predecessors have filled since 1885. And by 1987 Robert F. Goheen, at the age of 68, will have been able to complete a 30-year term in the presidency of Princeton University, in which his immediate predecessor, Harold W. Dodds, served for 24 years (1933-1957).

The long-term college or university president, then, is not a creature of the past. He and his short-term brethren are with us just as they were present in the eighteenth and seventeenth centuries. Their functions may be changed but so are social conditions and demands. Those who accept a presidency should do so not with the nostalgic delusion that the functions of the office have remained constant and fixed but rather with the expectant realization that whether the term is short or long the period of office will be filled with kaleidoscopic demands of vital social significance.

Few other offices have such transcendent influence on the future development of our society as that of the college and university president. Despite derogation and disparagement, attention must be given continually to the preparation and selection of individuals who can fill the position with dignity for the institution and enlightenment for society.

This study was intended to fill only a small part in the gap of knowledge of the American college and university presidency. The material which has been collected will be available for others who are able and willing to pursue these studies further. For them and others the following tables which summarize some of the findings should be of interest.

### *Average Lengths of College and University Presidencies*

The following tables show the averages in years of the institutional averages of lengths of college and university presidencies.

Column *A* gives the averages from the dates of founding, excluding institutions founded after 1900 and excluding current presidents.

Column *B* gives the averages from 1900 for all institutions, excluding current presidents.

Column *C* gives the averages from 1900 for all institutions, excluding current presidents and acting presidents.

Column *D* gives the averages for current presidents only, excluding acting presidents.

The figures in parentheses indicate the number of institutions from which averages could be derived in the particular classifications.

	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
All institutions	10.1 (485)	10.3 (927)	11.4 (932)	8.1 (949)
<i>By type of institution</i>				
Junior colleges	11.5 (40)	8.7 (189)	9.2 (188)	7.8 (210)
Liberal arts colleges	10.3 (238)	10.5 (424)	11.2 (424)	7.9 (423)
Universities	8.8 (135)	9.3 (180)	11.4 (180)	8.1 (179)
Teachers colleges	11.8 (55)	12.8 (106)	13.8 (106)	9.7 (106)
Specialized institutions	13.1 (17)	14.2 (30)	15.6 (30)	6.3 (31)
<i>By type of control</i>				
Tax-supported	9.2 (153)	9.7 (351)	10.7 (351)	8.3 (367)
Independent	12.7 (129)	12.6 (199)	15.0 (198)	8.8 (205)
Catholic	6.8 (42)	8.2 (151)	8.3 (151)	5.8 (151)
Protestant	10.0 (162)	10.3 (227)	11.4 (227)	8.6 (226)

	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>By size of enrolment</i>				
Under 500	10.3 (82)	9.7 (212)	10.4 (211)	7.5 (219)
500 to 999	10.9 (134)	11.1 (258)	11.9 (258)	8.0 (265)
1,000 to 1,999	10.1 (109)	10.6 (202)	11.7 (202)	9.0 (207)
2,000 to 4,999	9.6 (77)	10.9 (130)	12.2 (130)	7.8 (132)
5,000 and over	8.5 (83)	9.5 (127)	10.9 (127)	7.8 (126)
<i>By type of student body</i>				
Men	9.4 (41)	10.3 (64)	11.7 (64)	6.2 (69)
Women	12.7 (53)	11.7 (157)	12.3 (156)	7.5 (157)
Co-educational	9.9 (391)	10.1 (708)	11.2 (708)	8.3 (723)
<i>By geographical region*</i>				
New England	12.2 (42)	13.3 (82)	14.7 (81)	8.8 (89)
Middle Atlantic	10.8 (100)	10.7 (164)	11.8 (164)	7.8 (170)
North Central	9.7 (141)	10.6 (240)	11.7 (240)	7.9 (243)
Southeastern	12.7 (66)	13.0 (112)	13.9 (114)	7.6 (115)
South Central	8.6 (88)	8.9 (194)	9.5 (198)	9.1 (195)
Western	7.2 (48)	7.4 (135)	8.7 (135)	6.9 (137)

\**New England:* Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

*Middle Atlantic:* Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

*North Central:* Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

*Southeastern:* Florida, Georgia, North Carolina, Puerto Rico, South Carolina, Virginia, and West Virginia.

*South Central:* Alabama, Arkansas, Kentucky, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, and Texas.

*Western:* Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

# Leading American Graduate Schools, 1948-58

WALTER CROSBY EELLS

*Bringing an earlier article up to date on the evidence of three more years and an addition of nearly half to the doctorates awarded in the eight-year period originally reviewed*

In an article published in this Journal in 1957, the writer gave lists of the five leading graduate schools in the country for each of 48 fields of study in the period 1948-55.\* These lists were based upon the detailed tables of doctorates which he had prepared for the seventh edition of *American Universities and Colleges*, published by the American Council on Education in 1956.

He has recently completed extensive revisions of these tables of doctorates for the eighth edition of this well-known reference work, to be published in April 1960. This permits a revision of the lists of leading graduate schools as measured by the numbers of doctorates conferred in the different fields of study during the eleven-year period 1948-1958.

So much interest has been shown in the earlier article and so many requests have been received for reprints of it that, with the permission and approval of the editor and publishers of *American Universities and Colleges*, the following summaries, based on the same plan as the original article, are presented in advance of publication of the eighth edition. They cover 54 fields of graduate study instead of 48 as in the earlier article.

The first entry in the lists that follow shows that in the field of architecture Harvard University is the leading institution, having conferred ten doctorates in 1948-58. Columbia University is second with five, followed in order by Cornell University, Princeton University and

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\* W. C. Eells, "Leading American Graduate Schools," *Association of American Colleges Bulletin*, 43: 563-576, December 1957.

Catholic University of America, with the number of doctorates indicated in each case. The 25 doctorates conferred by these five institutions comprise 93 per cent of the total of 27 doctorates in architecture which were conferred in the eleven-year period 1948-58. Similar information is given for the five leading institutions in each of the other fields of study. In three cases (philosophy, metallurgy, social work) six institutions instead of five are listed because of ties for fifth place.

## HUMANITIES

*Architecture.* Harvard, 10; Columbia, 5; Cornell, 4; Princeton, 4; Catholic, 2. 93 per cent of total of 27

*Classical Languages.* Harvard, 44; Columbia, 25; North Carolina, 23; Princeton, 22; Catholic, 17. 44 per cent of total of 298

*English.* Columbia, 262; Harvard, 249; Yale, 167; Wisconsin, 158; Michigan, 129. 30 per cent of total of 3,212

*Fine Arts.* Harvard, 38; Ohio State, 38; New York, 33; Yale, 22; Princeton, 19. 57 per cent of total of 262

*French.* Columbia, 119; Yale, 75; North Carolina, 26; Wisconsin, 23; Illinois, 17. 51 per cent of total of 508

*German.* Harvard, 36; California, 32; Columbia, 26; Yale, 24; New York, 20. 36 per cent of total of 383

*Journalism.* Iowa, 22; Missouri, 16; Illinois, 7; Wisconsin, 2. 94 per cent of total of 50

*Music.* Rochester, 149; Iowa, 88; Indiana, 52; Union Theological Seminary, 46; Michigan, 39. 58 per cent of total of 643

*Philosophy.* Columbia, 121; Catholic, 89; Harvard, 81; Yale, 65; Boston, 55; Fordham, 55. 48 per cent of total of 961.

*Religious Education and Bible.* Columbia, 89; Southwestern Baptist Theological Seminary, 73; Boston, 72; Catholic, 68; Pittsburgh, 48. 60 per cent of total of 579

*Russian.* Harvard, 18; Columbia, 17; Radcliffe, 8; Michigan, 5; Northwestern, 4. 85 per cent of total of 61

*Spanish.* Columbia, 41; Wisconsin, 32; Illinois, 25; North Carolina, 21; Michigan, 18. 38 per cent of total of 363

*Speech.* Northwestern, 167; Iowa, 111; Wisconsin, 101; Southern California, 86; Denver, 79. 49 per cent of total of 1,119

*Theology.* Southern Baptist Theological Seminary, 263; Catholic, 195; Southwestern Baptist Theological Seminary, 128; Yale, 126; Chicago, 103. 44 per cent of total of 1,864

Total doctorates in Humanities, 10,839

## BIOLOGICAL SCIENCES

*Agriculture.* Wisconsin, 494; Cornell, 430; Minnesota, 359; Illinois, 308; Iowa State, 300. 49 per cent of total of 3,893



*Anatomy.* Michigan, 31; Washington (Missouri), 23; Minnesota, 22; Chicago, 15; New York, 15. 36 per cent of total of 291

*Bacteriology.* Wisconsin, 121; Michigan State, 86; Ohio State, 75; Illinois, 67; California, 63. 34 per cent of total of 1,226

*Biochemistry.* Wisconsin, 287; California, 115; Minnesota, 69; Cornell, 60; Columbia, 52. 44 per cent of total of 1,329

*Biology.* Harvard, 171; Purdue, 121; New York, 112; Stanford, 77; California Institute of Technology, 66. 40 per cent of total of 1,365

*Botany.* California, 176; Cornell, 159; Wisconsin, 124; Michigan, 93; Iowa State, 92. 42 per cent of total of 1,526

*Entomology.* Cornell, 100; California, 91; Illinois, 68; Ohio State, 56; Wisconsin, 53. 59 per cent of total of 628

*Forestry.* Syracuse, 58; Cornell, 46; Duke, 41; Yale, 41; Michigan, 39. 80 per cent of total of 281

*Home Economics.* Cornell, 66; Columbia, 27; Pennsylvania State, 23; Iowa State, 20; Texas Woman's, 19. 49 per cent of total of 318

*Pharmacy.* Purdue, 133; Wisconsin, 80; Michigan, 49; Florida, 43; Ohio State, 38. 60 per cent of total of 573

*Physiology.* California, 78; Illinois, 65; Chicago, 55; Rochester, 44; Iowa, 32. 41 per cent of total of 668

*Psychology.* New York, 418; California, 309; Ohio State, 271; Michigan, 263; Purdue, 244. 29 per cent of total of 5,245

*Public Health.* Johns Hopkins, 137; Harvard, 92; Yale, 16; Pittsburgh, 13; Columbia, 10. 83 per cent of total of 324

*Veterinary Medicine.* Minnesota, 25; Cornell, 17; Ohio State, 15; Illinois, 13; Iowa State, 10. 80 per cent of total of 100

*Zoology.* California, 218; Michigan, 154; Wisconsin, 116; Columbia, 71; Illinois, 71. 39 per cent of total of 1,634

Total doctorates in Biological Sciences, 20,707

## PHYSICAL SCIENCES

*Astronomy.* Harvard, 32; California, 27; Chicago, 27; Michigan, 17; Princeton, 14. 70 per cent of total of 166

*Chemistry.* Illinois, 636; California, 505; Wisconsin, 402; Ohio State, 387; Purdue, 355. 22 per cent of total of 10,293

*Engineering, Aeronautical.* California Institute of Technology, 135; Massachusetts Institute of Technology, 37; Michigan, 23; Cornell, 23; Johns Hopkins, 14. 74 per cent of total of 313

*Engineering, Chemical.* Massachusetts Institute of Technology, 128; Michigan, 124; Wisconsin, 85; Ohio State, 84; Purdue, 74. 32 per cent of total of 1,537

*Engineering, Civil.* Illinois, 88; Massachusetts Institute of Technology, 47; Purdue, 40; Michigan, 31; Cornell, 28. 50 per cent of total of 464

*Engineering, Electrical.* Stanford, 156; Massachusetts Institute of Technology, 132; Illinois, 120; Carnegie Institute of Technology, 62; Wisconsin, 59. 44 per cent of total of 1,200



*Engineering, Mechanical.* Massachusetts Institute of Technology, 120; Purdue, 118; California Institute of Technology, 52; California, 48; Stanford, 31. 54 per cent of total of 687

*Geography.* Clark, 73; Michigan, 49; Chicago, 48; Northwestern, 34; California, 32. 51 per cent of total of 463

*Geology.* Columbia, 144; Harvard, 101; Wisconsin, 87; California, 73; Princeton, 72. 36 per cent of total of 1,313

*Mathematics.* California, 167; New York, 123; Princeton, 123; Michigan, 98; Chicago, 97. 27 per cent of total of 2,253

*Metallurgy.* Massachusetts Institute of Technology, 89; Pennsylvania State, 59; Carnegie Institute of Technology, 26; Utah, 24; Ohio State, 20; Yale, 20. 73 per cent of total of 325

*Meteorology.* New York, 25; Massachusetts Institute of Technology, 24; Chicago, 21; California, 14; Pennsylvania State, 9. 94 per cent of total of 99

*Physics.* California, 410; Massachusetts Institute of Technology, 359; Harvard, 176; Yale, 170; Columbia, 168. 28 per cent of total of 4,611

Total doctorates in Physical Sciences, 25,379

#### SOCIAL SCIENCES

*Anthropology.* Columbia, 84; Chicago, 59; California, 49; Harvard, 49; Yale, 33. 64 per cent of total of 427

*Business and Commerce.* New York, 145; Iowa, 99; Ohio State, 93; Indiana, 85; Harvard, 78. 51 per cent of total of 979

*Economics.* Harvard, 347; Wisconsin, 215; California, 173; Columbia, 165; Chicago, 149. 41 per cent of total of 2,563

*Education.* Columbia, 2,508; Indiana, 792; Stanford, 647; New York, 640; California, 461. 38 per cent of total of 13,461

*History.* Harvard, 340; Columbia, 288; California, 212; Wisconsin, 161; Chicago, 155. 37 per cent of total of 3,127

*International Relations.* Tufts, 48; Yale, 47; American, 40; Chicago, 39; Johns Hopkins, 9. 90 per cent of total of 204

*Law.* Yale, 64; Brooklyn Law School, 61; New York, 39; North Carolina, 31; Harvard, 27. 58 per cent of total of 385

*Library Science.* Chicago, 31; Michigan, 16; Illinois, 13; Columbia, 6; Cornell, 5. 95 per cent of total of 75

*Political Science.* Harvard, 204; Columbia, 142; Chicago, 134; California, 108; Fordham, 66. 39 per cent of total of 1,671

*Public Administration.* Harvard, 40; American, 28; New York, 26; Indiana, 13; Southern California, 13. 83 per cent of total of 145

*Social Work.* Chicago, 19; New York, 15; Columbia, 14; Minnesota, 12; Catholic, 11; Pennsylvania, 11. 63 per cent of total of 131

*Sociology.* Chicago, 178; Harvard, 165; Columbia, 96; North Carolina, 74; Ohio State, 60. 39 per cent of total of 1,478

Total doctorates in Social Sciences, 25,152

In the preceding 54 lists, Harvard University ranks first in eleven fields of study, Columbia University ranks first in eight fields and the University of California ranks first in five fields. First in three fields each are Chicago, Massachusetts Institute of Technology, New York University and Wisconsin. First in two fields each are Cornell University and Illinois. First in one field each are California Institute of Technology, Clark, Iowa, Johns Hopkins, Michigan, Minnesota, Northwestern, Ohio State, Purdue, Rochester, Southern Baptist Theological Seminary, Stanford, Syracuse, Tufts and Yale.

The proportions of the 82,077 doctorates awarded in the four major areas in the period 1948-58 and the corresponding proportions of the 20,580 doctorates awarded in the period 1925-35 are shown below.

<i>Area</i>	<i>Number 1948-58</i>	<i>Percentage 1948-58</i>	<i>Percentage 1925-35</i>
Humanities . . . . .	10,839	13	17
Biological Sciences . . . . .	20,707	25	22
Physical Sciences . . . . .	25,379	31	32
Social Sciences . . . . .	25,152	31	29
<b>Totals . . . . .</b>	<b>82,077</b>	<b>100</b>	<b>100</b>

Thus it appears that in the quarter-century interval there has been a distinct decrease in the proportion of doctorates written in the humanities, a distinct increase in the proportion written in the biological sciences, a slight decrease in the proportion in the physical sciences and a slight increase in the proportion in the social sciences.

## Once More Unto the Breach

LOUIS T. BENEZET

The liberal arts college is in trouble. It has often been in trouble of one kind or another, but this time the trouble seems more general and deeper. The trouble moreover is cumulative. At the same time there is evidence as never before that competing institutions are ready to take over. The coming enrolment bulge will make the situation more rather than less serious; for public institutions are building in many states as if the private college did not exist.

The place of the liberal arts college in much of the country has been held through accidents of geography and the absence of alternative institutions. Geography has now been solved by transportation; and as for the exclusiveness of liberal arts in the liberal arts colleges, that for the most part is finished. Liberal arts has become the stock-in-trade of all institutions except the technical and outright vocational colleges.

The American liberal arts college, to be sure, has always been a source of worry to itself. It is said by some to defy the law of gravity. The self-appraisal of our particular meeting hints at a thirty-year rhythm. Just after 1900 William Rainey Harper predicted that all but the strongest of the small liberal arts colleges would eventually close or become junior colleges; his views were supported by Abraham Flexner.

Thirty years ago a group under the leadership of President A. N. Ward of Western Maryland College followed the annual meeting of the Association of American Colleges with a special Chicago conference in March 1930. After a round of addresses reassuring themselves that they were worth saving, including the reading of a sympathetic message from President Herbert Hoover, the conference leaders presented a rather grandiose plan to be called "A Liberal Arts College Movement" and to launch a nationwide campaign for \$500,000,000. This sum, it was figured, might end forever the financial distress of the small institutions.

(It is interesting to reflect that between 1955 and 1957 the Ford Foundation distributed exactly that sum of \$500,000,000 among private in-

stitutions large and small, half of which, to be sure, went to hospitals. The net effect was great in awaking the public; yet in itself it enabled the colleges to increase faculty salaries by an average of about five per cent.)

Some of us came into administration after 1930 have wondered what became of Ward's crusade. One suspects it was an early casualty of the depression. At any rate, as Grandpa Vanderhof says reverently in the play, *You Can't Take It With You*, "Well Sir, here we are again."

In preparing for this present discussion a letter was sent to forty educators and foundation executives, asking them:

Do you expect liberal arts colleges will continue to exist: (1) as undergraduate educational units relatively free from professional and vocationalized programs, or from graduate and other forms of higher education? (2) (in terms of the majority pattern today) as independent, non-tax-supported financial units?

Nearly everyone responded in some way. The replies could not be scored or even systematically collated, but from them three conclusions emerged:

- 1) A majority think the liberal arts college has survived only through constant change, and must change even more to stay up in the race.
- 2) A broad range of opinion exists as to what a liberal arts college is or is not. Educators closest to what might be loosely called Ivy League backgrounds tend more to see it as unchanging, "pure" and separated from all vocationalism. The others, including especially the professional students of higher education, see the liberal arts college as different in degree rather than kind and growing steadily less different from other colleges.
- 3) Independence from public control is not seen as much of a problem. Most think the private college is quasi-public now, and that as national programs like the NDEA continue, it will become more so. Freedom to experiment, however, is seen as important to maintain.

A main impression, after reading 35 opinions by learned Americans, is that we are living in a semantic swamp so far as "liberal education" and the "liberal arts college" are concerned. After four months of more or less specific study, one begins to wonder whether the liberal arts college is real in America or whether it has become another cultural symbol with no genuine referent. To put it inelegantly, are we kidding ourselves?

An attempt should be made to wade out of the semantic swamp and on to solid ground. The ground will be scarcely high enough to lend

much perspective; yet we must find it if we are to see what our troubles are and then to discuss possible cures.

The net effect of much private college talk is added pity for the role of the college president. That point to me is not relevant or even entirely valid. College presidents have things envied by most people: a fair income, built-in comforts and attentions, and most of all, a daily flowering of the lotus prestige. They work shorter hours than physicians, endure no more human frictions than lawyers, travel less than sales managers, require less adaptability than architects, carry no more responsibility for human life and fortunes than ministers, bankers or prison wardens, and answer to fewer persons than business executives do. There is a certain presidential cult of pitying one's self; actually we live not badly at all. The college presidency is a good job; most of us would fight all comers to keep it. The real question is, what are we doing with it? The thesis of my paper is: not enough, where it ought to count.

Let us separate out the principal dilemmas of the American liberal arts college as it faces the next decade. Some of these apply only to the privately supported institution and are enmeshed in that method of support. Other problems, such as the curriculum and its results, apply to liberal arts units in public and private universities as well.

The liberal arts college is faced with four root problems. They are money, enrolment, subject matter and results.

*Problem number one—money.* The educational budgets of most colleges have doubled since World War II. The fact that professors' salaries have been raised by an average of only some sixty per cent in the same time shows the erosion of budgets by current overhead. Large public colleges meanwhile have broadened their tax base, with the result that private college salaries are not only losing ground in society but are looking steadily worse against public college salaries. The problem of capital facilities is even more acute: the plants of private colleges are falling behind public plants at a frightening rate.

For all the good work of regional and national fund-raising agencies, gifts are not closing the gap. Industry has been deluged with propaganda and its high brass cajoled into testifying for us; still the total of business giving remains around one per cent of its net income and the effect on college budgets is small. Alumni participation clusters around 25 per cent, after we have exhausted our mendicant pleas. Church giving in the main is a drop in the bucket. So the colleges have turned to tuition.

In the past six years, since the Korean War period, the rise in private

college tuition has been dramatic. Brave'y we tell each other there is no market resistance and we probably aren't charging enough. At the same time our admissions recruitment has been stepped up, and the search for the student who can pay all his bills approaches the level of prayer. Private college heads are adopting the convenient philosophy that the customer should pay for private education as he pays for a better car. The traditional role of college as the American opportunity for the poor but ambitious youth is being gradually confined to the scholarship athlete.

No one really knows what is happening to us as the result of the tuition race. Certainly some families are not being charged what they could and might pay, especially in the South and the Great Plains. But no one, so far as I know, is systematically studying the tuition market or the changes in student bodies brought about by fast-rising tuitions.

Our chief solace for fast tuition rise is the datum that, while private colleges have increased tuition by an average of nearly 250 per cent since 1939, the median income of families with college-age children has risen in the same time over 380 per cent. The quick conclusion is that the public is able to pay still more; hence the only problem is our timidity. Yet the data require inspection. Just in the past three years, private-college tuition has drawn a faster rising curve than either general living costs or family income. It is also rising much faster, even relatively, than public-college tuition. A third fact is that the so-called prestige private colleges are raising fees much faster than other private colleges; some are going up each year. The result is an unprecedented spread between fees charged by the public college *and* the more modest private college, at one end of the scale, and fees at the prestige private colleges at the other end. This is true nationally and not just in private-college citadels such as the place of our current meeting.

In 1939 in a certain Midwestern state, tuition at the state university was just under \$100; in 1959, \$200. Private College A in that state in 1939 charged \$215 tuition; in 1959, \$600. Private College B, with the strongest academic name, charged \$320 in 1939; in 1959 the charge was \$1200. This has been checked in several states and is typical. Now percentagewise, private colleges A and B have each increased between three and four times, while the state university has only doubled. Yet it is not the *percentage* of increase, but the widening of the actual dollar gap that makes an average family's choice between the modest Private College A and the state university more likely today than its choice between Private College

A and "prestige"-Private College B. *In 1939—and this may be the crucial fact—there was only \$200 difference among all three institutions; today the spread is \$1000, more than half of which is the difference between the two private colleges.*

The student's family must thus decide that Private College B has become six times as good as the state university and twice as good as Private College A, or it must admit that this great differential is worthwhile on other grounds. When we add the fact that in general the higher the college cost, the smaller percentage of students will be found on student aid, there comes a suspicion that our top-charging colleges, without willing it, may be selling social prestige more than instructional quality. Some sociologists claim that our country is becoming less democratic and more status-minded. Our top colleges are getting their tuition money: are they also pushing their clientele even more than before toward a financial and social élite?

More and more we see parallels between the top-cost private colleges and the nation's private preparatory schools, which through lack of endowment make no bones about charging full cost to the customer. Perhaps that is the way the private liberal arts college should go. Yet the private elementary and secondary schools enroll only a little more than two per cent of America's school-going population, and despite excellent examples of quality instruction, they cannot be called a major quantitative force in American education. The private colleges and universities on the other hand enroll some 45 per cent of American students. The current fee trend is thus hastening the time when the private college may serve the same tiny proportion and narrow class of Americans now served by the private preparatory school. Some may desire this, but obviously the clientele is limited, so that perhaps only twenty per cent of us will survive the race toward that narrow band. And in view of the task before all American higher education to turn out a citizenry better equipped to handle modern civilization, we must question whether the private college is making its best plans when it competes with its confrères in a race to serve the tiny top segment of the country's financially able.

The alternative is to find some means of enabling a broader cross-section of qualified youth to choose the private college. Illinois, New Jersey and California have led with state scholarship systems graduated on financial need, and with scholarships applicable to private as well as public institutions. Other states will ponder this way toward keeping



the balance between private and public colleges and thus assuring that all their resources for higher education will be fully used. With present trends in cost differentials, it may be the only way. Otherwise we may expect to see the monumental construction of state-university metropolises on the one hand and on the other the disappearance of most of the private colleges—perhaps into the state junior college system, or possibly into mental hospitals, another growing public need. Harper of Chicago predicted it sixty years ago. It has not yet happened. But there were not in 1900 the dynamics we see today of mass demand for higher education to be provided by the most economical units; and this, like the supermarket, means the largest and nearest unit at the right price.

In a Midwest city an old, small, private college recently lost its president. The president in departing stated he could see nothing the college was providing for \$750 tuition that might not be duplicated by building a new, small, public university in that city for \$200 tuition. The college is paying most full professors a top salary of around \$7000; it needs ten million dollars of new plant; it is scrambling for students. Yet it advertises the virtues of the small, private liberal arts college. The departing president asked: *What extra is this college giving* that entitles it to charge three times the fee and pay its teachers three fourths as much as would be the case were it a public institution? He suggested there was no answer. There may be an answer, but should we not ask ourselves the same question fairly regularly? If we can't supply the answer, then we have no right to exist, and economic law will take care of that. Status and tradition alone will be insufficient to preserve us.

*Problem number two—enrolment.* Of all the saleable virtues of the private liberal arts college, the one we have leaned on most is not its curriculum but its size. We have sung the praises of the small campus in every sharp and flat. The essence was said for us in 1930 by Ray Lyman Wilbur, ex-president of a large institution:

There is a great advantage in the small college in the close association of the students and of the faculty. Size takes personality out of an institution to a large extent.

So much have we relied on smallness that "small" has been adopted recently as the symbol for a group of colleges working together toward regional accreditation (one of those colleges enrolls several thousand students). There is no copyright on the adjective "small," and we have applauded the verve and success of that group. Yet it has further compli-



cated rather than clarified what is meant by a "small" college. To these complications has now been added Mr. Beardsley Ruml.

Before the Ruml Plan came, some colleges had been practicing a rough equivalent through the admissions office at the request of the business manager. It is odd that presidents can preach the gospel of small in one part of a city while their admissions men are in another part beating the bushes to bolster enrolment. Many small colleges come up in the fall with fewer students than they had room to accept, especially men; and necessity is then displayed as virtue. We emphasize that each student costs us additional money; yet anxiously we watch the tally of incoming new students and returning old ones, hoping that once the overhead has been budgeted the extra tuitions may put us ahead. We illustrate the story of the man in a new business who confessed he was losing a little on each item but hoped to make it up in volume. We are not awfully honest on the topic of enrolment size.

Mr. Ruml has now called our hand. What we have been doing for the budget he wants us to do for efficiency. When in 1949 he first brought out his "Rule of Twenty" he got a poor hearing, but with the new cost pressures we have suddenly become all ears. We are skeptical of his miter-box-thinking about teaching ratios. We are skeptical likewise of his call for more independent study, since a conscientious teacher will tell us nothing takes more time than a group pursuing independent studies. But on the subject of fewer courses there seems food for thought. What sanction, after all, established 120 semester hours? How do we know how many courses a student needs to become educated? We don't know, unless we can demonstrate what it is that a student learns in four years; and this is our biggest trouble in the liberal arts college. Because we lack knowledge of how much learning comes from how many courses, it seems clear we shall witness a general lowering of the credit-hour requirement and thus a relief in teaching manpower hours. It also seems safe to predict that, as the result both of Ruml and of our impulses to win the race of enrolment versus overhead, we shall see many small colleges grow larger fairly fast. This has already started in several places.

There are of course exceptions. The most affluent colleges have announced plans to stay the same size and to resist Ruml arithmetic except as to numbers of courses taught. There is also a trend to tighten admissions requirements. Our own Commission on Liberal Education has urged requiring high schools once again to prepare all college applicants in traditional academic solids, with emphasis on mathematics and foreign

language. This will put a strain on the comprehensive high school and may do injustice to the good late prospect who, perhaps because of home background, has gone through high school with a general, commercial or even industrial course. Some may have forgotten the Eight-year Study of thirty preparatory schools just before World War II, which showed that pupils with unorthodox preparation but good motivation, guidance and teaching got along as well in college as did pupils with strictly conventional academic backgrounds. In 1905 Flexner castigated the colleges for so dominating the high schools that they crushed out their creative teaching efforts. It could be unfortunate to repeat that cycle.

What is lacking once again are real data on the class-size problem: more accurately, we haven't taken time to study the data that exist. If we have nothing but sentiment to stand up for the small campus and the high teacher-student ratio, then we might as well grow large with the rest. On the other hand, if we should take a researcher's look at the relation of smallness to effective learning, we might produce more cogent answers to Mr. Ruml as well as to foundations pressing larger class-unit projects upon us.

Must we accept the premise that there will be only half as many college teachers for future enrolments? For a time this may be so; yet eventually there will be about as many intelligent adults per adolescent in one age as another, and the problem then will be to convince enough of those adults to become college teachers. If we don't really believe in small classes we shall not have the courage to recruit more teachers. Meanwhile, because we lack data supporting the value of a high teacher-student ratio, the first firm voice saying we must abandon the idea marshalls us meekly into line. It is interesting that one who has not fallen meekly into line is the dean of one of our largest public universities, our colleague Mark Ingraham.

*Problem number three—subject matter.* Twenty years ago M. G. Fraser wrote a doctoral study called *The College of the Future*. His points pivoted on three questions: whom to teach; what to teach; how to teach. What to teach has taken more of our time than the others, since whom to teach is settled after all by society, while how to teach is still considered an affront to the Professors' Guild.

Opinions in the educators' letters preceding this paper showed how little real agreement there is on the definition of a liberal arts program. Our biggest question about liberal arts seems to be, what is it? Some of the letters stressed that the liberal arts college is a thing apart from the

rest of American education: that its subject matter is "pure," concerned with eternal verities rather than the mundane and temporal, and resolutely set apart from anything to do with making a living. A second group of letters held that the liberal arts college is as yet relatively free from vocational taint but wavering. The third group said flatly that the liberal arts colleges have always been vocational for the professional scholar, that they have taken on vocational subjects as knowledge has broadened, and that they must continue to do so to stay alive. Obviously the three groups have different examples in mind.

To pull something out of the clouds, a young colleague and I picked a populous Midwestern state and examined the catalogues of twelve accredited private colleges. Each classified itself as liberal arts, though some have two or three separate schools giving special degrees. The range of courses offered both as electives and major fields was even greater than we had predicted. Virtually every vocational offering presented in any higher educational institution was found, with the exception of agriculture and mortuary science. Recent studies by Earl McGrath detail the penetration of vocational courses into most liberal arts colleges. This is not new: in 1932 a large study entitled *The Liberal Arts College* by Reeves, Russell et al., showed exactly the same situation among 35 Methodist colleges of liberal arts. These colleges, thirty years ago, were offering 27 different degrees, including bachelors in commercial science, school music and electrical engineering. In our present study we found the full gamut—all the way from speech and radio to home economics, marketing and merchandising, and various kinds of engineering.

What decides a college to define liberal arts thus broadly? In the happy chaos of conflicting ideas that we rationalize as "strength through diversity in American higher education" each college must supply its answer. Out of curiosity we ranked, with some difficulty, the twelve colleges in this Midwestern state according to so-called purity of liberal arts curriculum. We found that the order of liberal arts "purity" correlated  $+ .70$  with endowment per student and  $+ .85$  with library volumes per student on the respective campuses. Liberal arts "purity" also correlated  $+ .55$  with tuition charged. It seems compelling to reason that all but the top-prestige liberal arts colleges have stayed in the market by adapting in varying degree to demands for knowledge useful in the marketplace. It helps explain what has actually been done to permit the celebrated endurance of the liberal arts college.

Additional confusion has come from the transmigration of state

teacher-training schools into colleges and universities of general title. In the same state containing the twelve liberal arts colleges we studied are found public former teachers' colleges offering nearly the same range of subject matter and major fields as the private liberal colleges, except that some state colleges do not go so widely in a vocational direction. "Liberal arts majors" abound in those state colleges. Add further the junior colleges around the country which advertise as "a two-year college of liberal arts" while featuring terminal and semi-professional programs.

If we confuse ourselves, we confound the public. A recent article by the publications director of the U.S. Office of Education reminds us that, of our total current population over twenty years, 85 per cent have not attended college—even for one year; and the author goes on to stress the toughness of this communication problem. He states flatly: "To millions of Americans, higher education is what happens in the stadium on Saturday afternoon."

On campus we have noticed the early bent of students—even freshmen—to announce themselves as "physics major", "econ. major" or "pre-med." The uncertain lad still seeking solid ground under his feet is apt to say: "I guess I'll just be liberal arts." The term has actually assumed pejorative overtones and this is still more evident among the public. Liberal arts becomes some vague cookery perpetrated by the professors while the student is finding himself; it is college subject-matter not definable as anything more satisfactory.

It is useless to fume at such heresies and recite once more the litany of liberal education as we know it. We haven't sold our wares. We are defeated by at least three things.

First, we speak of college in terms of intellectual growth, while public and students see college as a means to financial and social position.

Second, we must face the facts of our compromises with the curriculum—our admixtures of vocationalism in order to maintain a clientele.

Third, we must look more closely into what our professors have done or not done to exemplify liberal education in the classroom. To persuade, nay inspire, the faculty to teach for liberal education is our greatest call for leadership today. And Mr. Ruml to the contrary, there is little evidence that this can be performed by trustees. Educational leadership is not a part-time occupation.

Our critics have blamed what they see as the demise of liberal education upon Charles William Eliot and the elective system. John H. Finley

called the dean's office of that day "A marketplace for the exchange of those negotiable elective tokens by which one through skillful barter might come to his degree and yet be a versatile ignoramus."

Whatever the sins of the elective system—and there were virtues too—it has passed out, in favor once again of faculty choice of what to teach. Has this rekindled the liberal spirit in learning? Evidence is not all reassuring. The death of the elective system has not everywhere brought increase in liberal learning. In places it has brought instead the resurgence of the major, i.e., vocationalism in the academic fields, with a renewed contempt for general courses. Professors who developed those general courses in some of our great universities may now find themselves without portfolio. Colleges also are not exempt from specialism. The situation is described by Earl McGrath in the latest of his rather gloomy pamphlets on the status of liberal education:

Except through accident or personal recalcitrance, the programs of studies pursued by the majority of college students exhibit no common body of knowledge, intellectual procedures, or philosophical wholeness.

Is a common body of knowledge then the ultimate aim of the liberal arts? Even where that is being tried, student reaction is not greatly different. To some of us there comes a conviction that what we seek is more spirit and attitude toward knowledge than a coverage of certain subjects. Let us not confuse this question with the teaching of intellectual skills which must underlie all higher learning: reading, writing, computing, judging, appreciating, analyzing, synthesizing. But granted that some subjects have greater liberal possibilities than others, it is hard to be arbitrary about it. An engineering course might be a liberal experience to a humanist, or business law to a chemist, if taught toward that end. *It is what the student is moved to think and to do about knowledge that reveals the liberal element. To breathe that spirit into the teaching on our campuses becomes then the prime task; to prove that such a spirit does produce extra results in the liberal arts college will mark our survival.*

*Problem number four—results.* The liberal arts president learns to speak about his institution with a presumption of excellence. This seldom fails to *épater le bourgeois*, or to annoy presidents of other kinds of colleges. We are on fairly firm ground with the Knapp-Goodrich studies of liberal-arts production of scientists, and on shakier ground in the numbers of our graduates who have become heads of major businesses.

In neither case, for instance, was proper allowance made for innate ability or felicitous home background.

Our presumptions of excellence have a way of sounding hollow. There are indications that the liberal arts college has not made most of its people intellectually or spiritually ten feet tall. We take comfort when our graduates are said by many to talk and write better, adjust to new problems faster and show more cultural interest than graduates of other schools. (My own favorite solace comes from a chemical research head who says he can place in one pile the project-reports of his liberal arts people and in another pile the reports of his technical school people, simply on the basis of clear organization and good expression.) Such testimony is comforting, yet not proof. And it is far from proof that we are doing a fraction of what our catalogue aims say we do.

Historically we have had testimony to "liberal" teaching efforts that have been mediocre.

Writers of the early 1900's depict stuffy pedestrian professors and unmotivated students; Henry Adams' bleak appraisal of Harvard in mid-century is not uncommon. Abraham Flexner again in 1905 stated:

The important thing is to realize that the American college is deficient and unnecessarily deficient, alike in earnestness and in pedagogical intelligence; that in consequence our college students are, and for the most part emerge, flighty, superficial and immature, lacking as a class, concentration, seriousness and thoroughness.

The 1920's bear similar reports, whether it be John R. Tunis' *Was College Worthwhile?* or the sorrows of Irwin Edman over the intellectual death of men he had thought to be alive while in college. On the objective side, the 1936 Carnegie report on *The Student and His Knowledge* showed that in tests of general culture nearly 30 per cent of college seniors scored below the average sophomore, and the college sophomores in turn scored below nearly a fourth of the high school seniors. Contemporary boob performances by college graduates of all ages on polls of elementary knowledge and public affairs indicate that the Carnegie report did not cover an isolated period. We all carry in our speech inventory Woodrow Wilson's comment that there must be knowledge in the college because the freshmen bring some in while the seniors take so little out—but we don't tell it as the funniest joke we know.

The current depressant is Philip Jacob's *Changing Values in College*, which states as its conclusion:



When all is said and done, the value changes which seem to occur in college and set the college alumnus apart from others are not very great, at least for most students at most institutions. They certainly do not support the widely held assumption that a college education has an important, almost certain "liberalizing" effect.

These are not the minority reports of malcontents but the product of serious concern over the years. Teaching for the liberal ideal remains a subtle task which most are not studying in its basic elements. Few of us, for example, have ever graduated over 60 per cent of our entering students; yet we have not systematically studied why.

Against it all we sense the uneasy background of our age. This generation of students is hard to know and they resist knowing us. Youth and age never seemed further apart. When we rail at their beatniks they return compliments to our organization men. A noted writer on current society, David Riesman, says:

One of the things missing among young people today is any real perspective . . . of their long future. That is one of the reasons for the drive for experiential rather than vicarious college experience; they feel as if they are going to die the day they graduate . . . for a whole variety of reasons I don't pretend to understand, they live in the present and discount the future. The notion that they will live to be 90 is inconceivable to them.

To instill liberal values, the values of the long look in life, into a generation reluctant to think of the future is quite a job.

Worse than this are the chronic hints of violence in the near-background: not just of atomic destruction but of principle ruled by force in the local as well as world scene. Materialism is the handmaiden of force and they combine to destroy moral fibre. We are less shocked by the debacle of Charles Van Doren, despite his exposure to the Great Books, than by attitudes of youth that his show was good entertainment after all and that at the prevailing TV rates Van Doren was not overpaid.

A society in trouble with its moral fibre looks for a cause. Ultimately higher education feels the public gaze. Are the colleges to blame? It appears silly to assign the ills of our century to failures of the liberal arts college. Yet in view of our claims, can we feel untouched by signs of retreating liberalism?

At some length I have argued that the troubles of the liberal arts college center in its failure so far to show it does a better job on individual growth than is done by other kinds of college, or indeed by life-experi-

ence without college at all. Thus, even if we believe it unreal to shoulder society's ills as a whole, motives of our own survival behoove us to look to the results of our teaching. Jacob's studies did show that a few colleges seem to have strong impact on their students.

How do we set about improving the real production of the liberal arts college? Is it likely that after decades of only partial success we can change things much?

Two types of answers have been proposed: they might very roughly be called the philosophic and the instrumental.

The philosophic answer stresses the religious base of most private colleges. Nearly 600 out of the 750 liberal arts colleges are church-related, and some that are not have pressed the liberal ideal to the threshold of religion. In either case, the answer says that liberal education with its spiritual roots has done more than its critics allow to redeem America and that, God willing, it will do even more. Mother Eleanor O'Byrne states it thus:

Set within the socio-economic-political complex of the American scene, the liberal arts college today meets what is perhaps the most stimulating challenge of its history. It must enter into partnership with a force which at first sight seems inimical to it: it must contend with the power of matter. In accepting this challenge, education can teach man to live as a child of God and to become the master of the atomic age. The citizen possessing depth of spiritual insight is truly the heart of the matter, since he alone can give permanent meaning to the achievements of his time.

Statements like this help re-set the goals: they cannot be expected to supply procedures. Sheer inspiration does seem to drive our best teachers and a few students toward greatness: for most others the way still needs charting. Hence the instrumentalists in education—that damned but dogged race which includes the builders of tests and, hopefully, some college presidents.

The easiest instrumental answer is to cut down quantity for quality: to accept none but the intellectual crust and at that a crust made only of the approved ingredients. Admissions papers will bristle with cut-off College Board scores and academic solids. With such a crust we can hardly fail to do big things. I leave it to you whether this will permit the 750 of us to do our full job in society. For myself, I should first like to see correlations of .80 to .90 between aptitude tests and college performance, rather than the present .40 to .60. As to correlations between high school subjects studied and college success, ability being held constant,



I should like to see some established, where none so far as I know yet exist. Meanwhile the real motivations for college success continue to elude us.

More serious is the evidence that our private liberal arts crust may be assuming more of an economic than an intellectual make-up, as tuition rises faster than admission requirements. There are just so many who wish to pay our prices while low-tuition public colleges mushroom about us.

Hence the other instrumental answers, noting the competition, aim rather at getting better teaching results at the college which charges more. As one foundation executive responded,

Many of the liberal arts colleges will not survive. Those that do will survive by two means: getting big gifts, and producing intellectuals.

Beardsley Ruml would reorganize college teaching specifically by class size but generally by centralizing teaching control. Some presidents could report to him that centralized teaching control has gone on for years without results notably different from those at more democratic colleges. A point missing in *Memo To a College Trustee* is the distinction between *policy direction* and *teaching inspiration*. A central council for the curriculum can do its best work, present its program and secure a unanimous faculty vote. Yet *what goes on in the classroom after the professor has closed the door is all that is really important in our business*. We cannot order him to "teach liberally." We can reorganize his course, and still he may teach the same as before. If he cannot seek willingly the inspiration which starts students on their way to liberal learning, then the battle is lost and all the curriculum councils in Christendom will not win it.

May we thus look at the essential task: to help the faculty become more effective teachers of liberal education. This allows that each of us already has his faculty stars; we need to inspire more.

Why do professors resist change? The best do not. For the others, a first answer is that like other professionals they talk mostly with their own kind. Within the faculty we find conversing groups, even in the campus coffee shop, made up by departments with occasional pilgrims from fields of similar persuasion. The cynical testimony from books like *The Academic Marketplace*, the judgments of merit entirely by published research—these and other ills might be changed if faculty conversed more with other people. Faculty curriculum committees on re-

quest, to be sure, manfully tackle major program revisions: still it is considered bad form for the members to read the history of experiment in other colleges. Thus we see brilliant new plans that were tried thirty years ago elsewhere and given up for precisely the reason why this year's plan will fail. Professors who would flunk a student for not covering the history of his project plunge blindly into program changes about which there is ample recorded precedent. New college programs around the country are launched like the Pacific amphibious operations of World War II, about which it was said that each landing was made as if no other landing had ever preceded it. The landings succeeded by sheer mass of materiel: our colleges are not so heavily supported.

Of all faculty anathemas, discussion of teaching methods is the worst. It was not always so: lively debates over how to teach have been the commerce of scholars until recently. Now, it is safe to mention teaching methods only deep within the chambers of professional associations gathered far from the campus. For anyone to speak of teaching methods and evaluation in faculty meeting, on the other hand, is greeted in pained silence—a little like a hiccup in church. Such gag-rule foredooms most faculty discussion on progress in teaching. Just why discussions of methods are considered respectable in history yet improper today is one of the mysteries that help drain the life from college teaching. It may be changed only as some central party persuades more professors that such topics can be discussed without threat to themselves.

"But the faculty won't listen." We are reminded that faculty read three administrative bulletins: the annual salary letter, the department's budget for next year, and the parking instructions from the superintendent of buildings and grounds. Faculty won't listen, we are told, because they live unto themselves; if they do listen they will do nothing, because they are more concerned with preserving their own subject-matter than the curriculum as a whole. I believe that all these things "ain't necessarily so."

The social isolation of the professor is amenable to treatment by better salaries, permitting him to live a broader existence as he is only too eager to do.

The intellectual isolation is more serious; nowhere has it been better described than by C. P. Snow in his published lectures, *The Two Cultures* and *The Scientific Revolution*. But Sir Charles, in his pessimism over humanists and scientists who don't speak to each other for loss of a common tongue, intimates that the road to survival lies in our grasping

the realities of the scientific revolution, yet rescuing our humanity as we do so.

The heart of my proposals for the rescue of liberal education is a continuing conference on each campus among faculty and faculty-administrators. This conference discusses liberal education not only as end but also as process. It compares to Hutchins' Great Conversation except that, unlike Hutchins, it admits contemporary data on how people learn and why some do not learn.

The purpose of conferring is to remind more professors of the need to shift focus constantly between the very necessary love of their field and the student's quest for broad thinking. There is no essential war between the two occupations. Despite the vocational influence of most graduate schools, the best teachers have always done both. They are less concerned with molding students in their image than with sending out people who are interested in many things; in this very way they produce many good graduate students. The Chicago professor who taught Carl Sauer and Kirtley Mather fifty years ago was such a man.

Teachers like these can be expected to lead in our faculty conference on end and process in liberal education, but the administrator cannot leave it to the teachers—he also should be there. It is he who cares most that the inspiration for liberal learning go on, not just in certain classes or departments, but throughout the college.

If the faculty don't listen to us now, it may be because we have not learned to talk with them, or possibly because we haven't much to say. Our weeks are filled with everything but conversation with teachers. We write cordial letters of appointment, welcoming them to "the college family"; then as head of the family we confine later contacts to memos, faculty meeting benedictions and the occasional crisis interview. We have ideas for educational reform; we pass these on via the Dean, hopefully forgetting that most deans, with brilliant exceptions, are not chosen for their revolutionary tendencies. But we don't talk with the faculty, or move them to talk with us, about things that ought to matter most to us all.

Before we start talking with the faculty we should perhaps make sure we have things worth contributing.

College presidents have resigned their jobs out of despair over the drying-up of their intellectual life. This problem AAC approached through the Intellectual Life Conferences, where several dozens of us during the past four summers wrestled happily, if self-consciously, with

Aristotle, Dean Swift et al. My only quarrel is that we passed by the legitimate content of liberal education itself. Is there anything unintellectual in discussing how people learn? The conferences shunned shop talk, perhaps rightly; yet there is a world of information about our shop that would make us keener practitioners if we knew it better. Might we not improve by some days spent discussing together works like the following:

- 1) *The Two Cultures* by C. P. Snow
- 2) *Teacher in America*, and *The House of Intellect* by Barzun
- 3) *The Story of the Eight Year Study* by Aiken, and *Who Should Go to College?* by Hollinshead
- 4) *The College Charts Its Course* by Butts
- 5) Cowley's historical articles on higher education
- 6) The pamphlets of Earl McGrath on Liberal Education and its current obstacles
- 7) *Accent on Teaching* by French and *The Art of Teaching* by Highet
- 8) *The Purposes of Higher Education* by Huston Smith
- 9) Any of Fromm's or Horney's studies on personality and society in conflict, together with the commentaries of Riesman and the studies of Nevitt Sanford and Dana Farnsworth on student response.
- 10) *The Management of Universities* by Capen.

After refreshers of this kind, we might be prepared to visit with our faculties and emerge with better grace in meeting their objections to the study of college teaching.

No impression, I trust, is given that "the Great Conversation" alone will save us. At this meeting we are to discuss college teaching and its effects, and not the many other things we are charged to do so that teachers may have the wherewithal. At other points in our conference those things will be reviewed. It will require more courage than we are showing to strike out all expenses that do not add to, nay that steal from, the support of liberal teaching. Sooner or later we must face college athletics for what it has become in most places: a sorry scheme of professionalism grotesquely masked as amateur sport and spoiling education in play for fun. The small college has suffered here and there by senseless emulation of the university sports machine.

"The president has no time to be a scholar at his job. He must be out raising money". To this a recent answer by Henry Wriston is:

The best public relations program is to do a job in a conscientious and workmanlike manner, with mind and heart intent upon the educational program and its fulfillment.

I realize I am adding a burden in suggesting that our true test as administrators lies in qualifying to become the leaders of good teaching. It will not come easy to us: it means persuading by love and ready information, not by the badge of our office, colleagues who may excel us in several other ways. It will not add relaxation to our leisure hours; it will require directed reading, thinking and writing. I am told it is possible by reading Westerns to become president of the United States, or even president of Columbia—but few of us have the other sterling qualities to fill that bill.

To conclude, the liberal arts college has the hardest job in the world, namely, to liberate the young mind from all the shackles society in 25,000 years of fears and darkness has placed upon it. So hard a task should be approached only through study from beginning to end of the process. Such a study will be made only if the leaders of the venture care enough to lead their colleagues all the way. If they can do this, the liberal arts college will more than survive: it may, in time, even succeed.

## Problems of Academic Excellence

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### Is the Question Purely Rhetorical?

JAMES S. COLES

The theme set for this meeting is depressing. "Will the College of Arts and Sciences Survive?" This question really should not seriously be asked of college presidents. Perhaps it is best to consider it rhetorical. It is encouraging to think that there would not be any need to have a panel on problems of academic excellence in the liberal arts college if we did not think that the college of arts and sciences will survive.

But more wisdom than is apparent may be involved in this particular panel being a part of such a program, since it is only through establishing academic excellence that the liberal arts college will be able to survive. It is not axiomatic that it will survive.

The independent college of arts and sciences, the liberal arts college, is peculiar to the American scene. It is not found elsewhere in Western civilization. It was developed in America to meet a recognized need. Our cultural frontier followed closely on the heels of our geographical frontier, as the white man moved westward in settling this continent. Without wanting to be bogged down in Louis Benezet's "semantic slum", if the liberal arts college is an institution providing liberal education, what do we mean by liberal education? A century ago we meant primarily education in the humanities. Now we cannot talk about liberal education without including within its sphere the social sciences and the natural sciences.

Many people make the mistake of considering general education and liberal education as synonymous terms. I do not think they are. General education is more to be equalled to broad education. Of course, general education may be obtained in many different ways. Many colleges—and I am an alumnus of one of them—have pioneered, or followed pioneers, in the introduction of courses in general education. But at the same time other colleges have been successful in achieving the same results through distribution programs within courses organized along departmental lines.

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Note: The remarks of panelists Jacques Barzun and Margaret Clapp were not available for publication.

It was in 1952 or 1953 in this hotel that Dean Barzun gave an address, entitled I believe, "Tree of Knowledge or Intellectual Pulp". If one could hear it against the Dixieland jazz band which was competing from the room next door, one realized that he was pointing out that merely by cutting through departmental lines, chopping the tree of knowledge into its separate roots and its various branches, and—in a course of general education—churning them all up together like pulp in a paper mill, does not guarantee good education. The basic factors here, I believe, are the attitudes and the liberal background of the faculty which is teaching the particular curriculum in the particular college.

General education, either in special courses or through a distribution program, provides a common background of fact, broadly covering the spectrum of human culture. It gives the student what has been called the "furniture of the mind".

Liberal education, on the other hand, in addition to providing knowledge of present and past cultures, brings an understanding and an appreciation of these cultures, of humanity and of all the facets involved in determining man's place in the modern world. Of necessity it includes not only great literature, art and music, but also understanding of the social sciences, economics, history and sociology, and the sciences themselves, including mathematics. Liberal education will provide the ability to assess quickly new ideas or new situations, which will result in meeting new problems as they come along.

I was disturbed at the meetings yesterday in hearing two references made to the book "Changing Values in College" by Philip Jacob. It was not that these references were critical of our colleges, but rather that they seemed to me to represent a reading of this book and acceptance of its statements without exercise of critical assessment. Reference was made to the "studies of Professor Jacob." Actually, the book does not represent studies by Jacob, but rather it is a summary of several studies done by other persons. The measuring tools used in the original studies are open to considerable question in terms of the type of response elicited by the particular questions asked in the questionnaires of the surveys. Beyond this, the interpretation which Professor Jacob makes from these data is also very highly questionable in my own mind. If we as college presidents and college administrators are not ourselves critically perceptive, how can we expect the faculties and students of our colleges to be so? This perceptiveness is a part of liberal education.

Liberal education also involves an appreciation of knowledge for itself and an idea of how knowledge is obtained. It involves some notion of the research process and of the manner of creative thought.

A liberally educated person will have some ability in language, written and oral, "foreign and domestic". This will enable him to receive and to communicate ideas. It will also bring to the individual, in a manner which



can be achieved in no other way, the full realization that human and humane concepts are not peculiar to our own particular native tongue. I hope it may help us as a people, as groups and as individuals to learn to communicate with someone other than ourselves. Educated men generally fail of communication with the lay public. This is certainly true of scientists and I would say that it is apt to be true of humanists as well. It is unfortunate that our poets seem especially prone to communicate only with each other.

Liberal education essentially brings an acceleration of maturity, which can be achieved in no other way within the normal span of human life.

The liberal arts college has been criticized widely. To the extent that these criticisms are justified, some and perhaps many liberal arts colleges should reassess themselves, their aims and their programs. Much recent criticism has centered around the lack of liberal education in the liberal arts colleges. Earl McGrath, of the Institute of Higher Education at Teachers College of Columbia University, has pointed out the growth of professionalism in the liberal arts college curriculum.

This professionalism has been introduced not only in small, little-known institutions, but in the well-known and presumed bulwarks of excellence in arts and sciences. McGrath quotes from the 1959-60 catalogue of Yale College: "The Department of Art offers the art major to undergraduates in Yale College who propose to follow a career in the visual arts." Certainly this is vocationalism. It is not within the ideal of liberal education that one should study art for this reason; it is not *a priori* a basis for the choice of art as a major by any undergraduate, even a Yale man. To an equal extent, or to a greater extent, programs in business administration, journalism and other professional subjects have no place at the undergraduate level in a liberal arts college whose program is centered on liberal education.

On the other hand, the charge now being made that the requirement for a Bachelor of Arts degree of a major program in a subject discipline brings vocationalism is not justified. A major program is essentially a liberalizing program and is not aimed for the creation of specialists. For an undergraduate major, it is most unlikely for this to happen.

A major program is primarily a means to give intellectual experience in depth to every undergraduate. It can demonstrate for the student the discipline of mind which must be achieved by a scholar. It can indicate the means by which abstract problems are attacked and solved. It gives him some idea of the difficulty, perhaps the impossibility, of completeness of knowledge in any direction. It lets him know the nature of truth.

Graduate programs, similarly, are being accused of professionalizing undergraduate colleges of arts and sciences, or at least of leading them away from liberal education. This does not seem reasonable to me. A person who is to be prepared to present his subject with full appreciation of all its nuances,



who is to be prepared to answer the many penetrating and difficult questions which an alert undergraduate will ask, must have education in depth no less than that which is offered in today's graduate schools. He must have experience in research and in the creation of new knowledge. Any teacher appointed to the faculty of a liberal arts college would be expected to have a strong liberal background upon which his own specialty is built. We would expect, too, that teacher to continue his development in the liberal tradition throughout his professional career.

It is well to have on this panel concerned with problems of academic excellence in the liberal arts college a Platonist. It is well to have here the dean of a fine graduate faculty of arts and sciences. It is well also to have a historian whose scholarly work has brought to light a little-known figure of our past history, for if academic excellence is to be achieved by the liberal arts colleges of the United States, it will be done only by constant vigilance in the little day-to-day decisions and acts of college presidents who are here today and who, whether we like to admit it or not, will be forgotten tomorrow.

## The Power of the Tragic View

WHITNEY J. OATES

Perhaps the most besetting problem which has confronted the humanities in recent years has been the persistent attitude of defensiveness so widespread among practicing humanist teachers and scholars. I presume that one major cause of this unfortunate situation can be found in the well-known figures of the Sibley Report on the annual per capita funds expended on research in the three great divisions of knowledge: \$1800 for the natural scientist, \$600 for the social scientist, as against \$130 for the humanist. This surely invited many a humanist to feel that he was being badly put upon, that society was not recognizing appropriately the importance of his profession, and accordingly defensiveness controlled his behavior. As everybody knows, defensiveness is about as poor a guide to action as can be imagined, but it is a pleasure to note that in the very recent past humanists in large numbers have forsworn defensiveness with mighty oaths on the simple ground that every intelligent person does not need to be convinced of the importance of the humanities.

In connection with the subject of this present discussion, I should prefer not to talk about problems which face the humanities but rather about the opportunity which the humanities have in helping liberal arts colleges to achieve academic excellence.

If the humanities are to be a beneficent agent in this undertaking, they must be conceived in inclusive rather than exclusive terms. By this I mean that the humanities cannot be thought of merely as a designation for a conventional group of subjects, i.e. the arts, letters, history, philosophy and religion, but

rather, and most importantly, as connoting an attitude of mind towards all the fields of learning. To put it in another way, there is no activity of the intellect which is without its important humanistic aspects. And it goes without saying that such a view of the humanities entails some kind of commitment to the proposition that the principle of the unity of knowledge is valid, that is, that the objects of our thought do in fact constitute a continuum which cannot be broken up into isolated and completely self-substantiating compartments.

How then can the humanities function in the achievement of academic excellence? In the first place, I think every one would admit that all institutions of higher learning suffer because they are divided. This is of course owing to the fantastic increase in knowledge which quite properly demands intense specialization. We all are familiar with the autonomous college or university department and the concomitant lack of communication among scholars in the several fields. Somehow or other this vertical divisiveness must be mitigated without losing the fruits of specialized knowledge. But if the humanistic attitude is something which pervades the entire range of learning, then the development of this attitude in a college can be a powerful force to overcome what I have called the condition of vertical divisiveness.

But colleges are also divided horizontally across the various fields of learning. One the one hand we have scholars who find an end in fact-establishment as against those who, having established the facts, go on to reflect upon their significance—in other words become, broadly speaking, philosophers of their subjects. The humanistic or humane attitude can encourage the fact-establishers to become reflective or philosophical. As we all know, it is possible to be a humane professor of physics as well as to be an inhumane professor of literature—and vice versa. And it should not be forgotten that a philosophical approach involves generalization, and the higher the level of the generalization, the better the chance there will be of fruitful communication between specialists in various fields. If, then, specialists are trained philosophically to be able to make sound generalizations with respect to their own basic material, they will help break not only the horizontal barrier but also the vertical barriers between the several fields of knowledge.

May we then agree that the *conditio sine qua non* for a college or university to achieve excellence is that it must possess genuine unity? But how must it act? We all know the valid goal of the scholar and the college or university, to pursue without impediment the truth for its own sake. This is good, no doubt. Also there is the unqualified joy to be derived from the discovery of new truth. This is also a good, no doubt. But is it impertinent to ask, "Knowledge for what?" or "Why the joy of discovery?" I think not. I will answer that the purpose of scholars, either individually or in their community as a college or university, is or should be the enhancement of the individual self

for the public good. And by public good I mean the good of the community, the state, the nation, and of all men that populate this world. I mean that a college or university must not only love truth but must do so for the sake of men, or better, a college or university must love *truth and men*.

But what precisely is this public good? Men of all ages have attempted their answers. Its nature has been perennially and unendingly sought by all philosophies and religions throughout recorded time. Most answers would include the minimization of physical suffering, the development of conditions in which freedom may flourish, and in which men may attain the virtues of the intellect as well as the virtues of honesty, humility, integrity, tolerance, courage, justice, to name but a few. But I would like to suggest that a proper attainment of these ends involves what I would call a tragic view of man's nature and make my plea that a college or university can best exercise its excellence if in all its aspects it makes an unrelenting effort, aided by the power of the humanistic attitude, to understand the full implications of the tragic view.

My plea is that in this perspective, an excellent institution will know better why it loves men and truth, and will know better how to marshal its resources, its scholars, old and young, and its curriculum, so that its excellence can be put in action. And may I suggest, as I have argued elsewhere, that this tragic view of man's nature, at least as it is expressed in Greek and Shakespearian tragedy, involves three assumptions: first, the dignity and worth of the individual person; second, the freedom of the human will and the corollary of moral responsibility; and third, that man lives under some kind of superhuman power over which he has no control, though it can in part control him. This power is variously called Fate, Providence, God, the Moral Order and so on. And, finally, the tragic view concentrates upon man as he faces the brute fact of evil in this world. But the supreme and marvelous paradox is, as all the great tragedies attest, that this tragic view is not pessimistic but profoundly optimistic, for it asserts the existence in man, somehow and in some sense, of a power which will enable him in the end to triumph over evil. So, then, I contend that the opportunity of the humanities or the humanistic attitude lies in its ability to enhance the understanding of the tragic view of human nature.

## The Validity of the Religious Tradition

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### The Role of Anthropocentrism

W. H. COWLEY

In any comprehensive appraisal of the religious tradition in American higher education the so-called secular point of view needs representation, first because it has become increasingly important, and second because the deficiencies of the religious tradition have in part accounted for both its development and its strength.

The term *secularism*, however, does not fairly designate the point of view of non-church-related colleges and universities since to many people it unjustifiably connotes materialism and hedonism. A better term would be *anthropocentrism*. By definition church-related colleges are theocentric, but those controlled by groups of citizens representing units of civil government or the general public do not take positions on theological questions and hence are anthropocentric. This does not mean, it must be emphasized, that anthropocentric institutions—or individual anthropocentrists—can fairly be criticized for lack of spiritual commitments. Their history and present activities eloquently belie such criticisms.

High among such commitments stands toleration of the opinions of others—that is, anthropocentrists believe in and foster intellectual freedom. Indeed they have been the primary defenders and promoters of toleration and intellectual freedom in American higher education. Their point of view contrasts sharply with that of religiously controlled colleges and universities which historically have frequently ignored if not disdained it.

Except at Brown University and a few other religiously liberal institutions, toleration did not begin to be significant in American higher education until almost two centuries after the founding of Harvard. That present-day bulwark of intellectual freedom dismissed its first president because of his ideas about infant baptism, and until the revision of its Laws in 1825 it required all

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Note: The remarks of panelist Morton White were not available for publication.

its faculty members to sign rigid articles of faith. Similarly Yale dismissed its first head because he became an Episcopalian, and none but a Congregational clergyman could serve as a coopted member of its governing board until the alumni revolt of 1870-71 made places for six laymen.

Nor have religiously controlled colleges historically expressed significant concern for intellectual development. Rather they show considerably more interest in the souls than in the minds of their students.

Thus during the much praised presidency of Mark Hopkins at Williams College, from 1836 to 1872, students attended more compulsory chapel exercises every week (22) than class sessions; and almost annually they were subjected to extensive evangelical revivals during which classes all but ceased, usually for about three weeks. Indeed Mark Hopkins boasted that he had little interest in the intellectual development of students and that he himself seldom read a book. He taught philosophy and castigated the concepts of Immanuel Kant whose works, he said, he had never read. To this day Mark Hopkins stands aloft as a symbol of the ideal college president because of his interest in student growth; but he had scant concern for their intellectual development, his famous log being in fact a chapel pew.

Williams and many other independent colleges did not begin to become seriously interested in student intelligence until they dropped their church ties—that is, until they became predominantly anthropocentric.

Meanwhile the church-connected colleges of the country did everything in their power to take over the control of the rising state universities and, when they failed in that effort, to besmirch them in the eyes of legislators in particular with the epithet "godless universities." I cite especially the situations at Indiana University, the University of Michigan and Cornell University 100 years ago; but a complete review of the lack of toleration of church-connected colleges for anthropocentric institutions would include dramatic facts from almost every state.

I am sure that some in today's audience deplore my reviewing history in this fashion because they believe that the situation today bears little if any resemblance to that of the past. That there has been improvement, few would deny; but that considerable intolerance continues there can be no doubt. If anyone in the audience so desires, I shall give some examples of it.

I have not, however, accepted a place on this panel to stir up antagonisms. Rather I seek, first, to point out that the religious tradition in American higher education has unhallowed as well as hallowed characteristics, and second, to plead for understanding and toleration of the diversity that constitutes one of the greatest strengths of our pluralistic system of government, religion and education.

## The Essence Is Commitment

EDWARD D. EDDY, JR.

I am sure that none of us on the panel will dispute the strong historical influence of organized religion on the character and form of American higher education. We are not, then, discussing so much whether there has been a religious tradition in our colleges, but whether that tradition has any validity today. I trust that we mean by this a modern adaptation of the tradition, not a holding operation of something which has already served its purpose. Both the church and the college attempt to adapt themselves to change and to meet new demands. We would be foolish indeed to make a case today for the preservation of antiquities merely for the sake of tradition.

I have divided my observations into two parts: first, a cursory glance at some of the reasons for the loss of tradition; secondly, a few notions on what might be done to revitalize the relationship between religion and college education.

Among the many reasons for the loss of tradition, I can identify in this brief time but five.

1) With the rapid development of knowledge, each academic discipline has tended to become a "whole" unto itself. Specialization has led to a loss of orientation to a unifying concept of man and of life. Religious thought, which once supplied the unity, has struggled sometimes fitfully and sometimes well, but—with our college faculties—not often very persuasively to supply the unifying force.

2) As a reaction against too great subjectivity, we have fallen all over ourselves attempting an impossible complete objectivity. As a further result, the disembodied intellect has emerged as a primary value in many of our colleges. To protect ourselves from answering unpleasant questions, it is easier to divorce intellect from life. The strident emphasis on intellect is important to the teacher for no other reason (although of course there are many, many other reasons) than self-justification.

3) The third reason is intertwined with the secularization of modern society. I refer to it in academic areas as the growing confusion of religion with humanitarianism. We used to know what "the good life" meant—and we talked of it in religious terms. In his new volume, *Human Nature and the Human Condition*, Joseph Wood Krutch observes: "What philosophers used to call 'the good life' is difficult to define and impossible to measure. In the United States today . . . we substitute for it 'the standard of living', which is easy to measure if defined only in terms of wealth, health, comfort, and convenience."

4) Again—and speaking quite frankly—the religious tradition has been lost in part because many church colleges have succumbed to its use as a crutch,

not for reasons of genuine concern. The inadequacies in our colleges have been glossed over in the vain hope that our methods are as pure as our motives.

5) Finally, the students themselves have seemed to present an insuperable barrier. The practical-minded student, living in a pragmatic world, views religion in the main as a mysterious abstraction—something vaguely attractive but certainly not well explained or understood. I have found that most students are deeply introspective. When they consider their lives ahead they want, often with great eagerness, a frame of reference for their lives—but it is not necessarily a religious frame. The introspection is a means to self-identification, not a device to integrate life. As a result, students approach religion as an intellectual experience, as a discipline to be studied and perhaps mastered, but not as a logical and forceful way of life. Perhaps this is one reason why so many students today lack a capacity for moral outrage. Not only are they passive rather than outrageous, but their concept of morality is private and limited.

Now—quickly—what can be done? Obviously colleges of all types must recognize that tradition and external form are not enough. We must stop leaning on tradition; we must cease the use of glittering and meaningless generalities. Often we are doing a disservice to significant accomplishments by making them sound hackneyed. More than this, we must recognize that the very search for unity in the liberal arts, with which this meeting is concerned, offers the church college in particular a special challenge and opportunity.

If we really believe in diversity in higher education, it's time we practiced that belief. It's time we recognized differences in approach among our various institutions and stopped making ostensibly invidious but grossly unfair comparisons in this very area of religion. The bugaboo about higher personal and moral standards in one type of institution as against another serves only the purpose of divisiveness. All of our students are deeply preconditioned by society. Furthermore, they choose us before we choose them. The factor of preselectivity must be balanced against claims of "impact."

Our church colleges should not hesitate to stand firmly in the religious tradition—but their stand must be realistic in terms of performance, not just as a noble statement. As for the public colleges, William Frankena gives us the most logical approach to a difficult problem. He writes: "The public university cannot seek to lead its students to one kind of ultimate commitment rather than another, but it may encourage them to choose or to work out some world-view and to commit themselves to it although with tolerance for others."

In the last analysis, despite questions over the validity of the religious tradition, there can be no question about current student interest in an exploration of religion—and there can be no question about the social need for



men and women who believe deeply in something better and bigger than themselves. Today's college cannot escape that obligation. There is not an institution represented here which, if it wished, could not set a higher level of expectation in terms of both people and process. There is not an institution represented here which could not profitably ask itself, as it hires the new and retains the older faculty member: "What image of man is here presented to our students?"

We might also agree that complete objectivity is impossible—that a far better substitute is the constant encouragement of commitment and the constant freedom to express commitment. Parenthetically, of course, this places a special burden upon the college to provide for a *wide* range of commitment, lest education become simple indoctrination.

Whatever our approach, it must be that of the entire institution. While we strive to counter the fragmentation within the curriculum, let us never overlook the fragmentation of the campus experience. Whatever our aims, every facet of the college enterprise should support them.

To summarize then: We exist because of students and because of society. We cannot ignore the interests or the needs of both student and society. Before we overlook the possibilities in religion, we should be sure we are not doing a great disservice to the individual and the nation. Next, we must act—perform—rather than preach. And in our performance we must recognize the right of others to perform differently. No one answer suffices. But every college, in its own way, can make a contribution—some large, some small, but all, I would fervently wish, in harmony. We each have a job to do, and religion—traditional or not—should not be allowed to divert or destroy the effectiveness of our effort. In our *own* framework and tradition, let's do it well.

## How Meaningful Is the Religious Tradition?

CHARLES E. SHEEDY

I. Taking "religious tradition" and "meaningful" in a very broad sense—not defined, but in some such sense as a general attitude, or atmosphere, or point-of-view, of "institutional commitment" to religion, which would be present despite individual deviations or discrepancies among faculty or students—how "meaningful" *was* the "religious tradition" in an earlier day? I should say, very meaningful, both in private and in public higher education.

Many if not most of the famous private colleges had their origin under religious auspices and had directly religious objectives, e.g. the suitable education of ministers. And in these institutions, compulsory chapel and compulsory religion or ethics courses existed for many years.

As for public higher education, the famous quotation from the Northwest



Ordinance, engraved in stone over many tax-supported portals, actually equated religion and education in value and importance for the cultural development of the Northwest. I should imagine that fifty years ago the public colleges were very religious in this broad sense of attitude and atmosphere, the religious attitude of course reflecting the American Protestantism of the time.

II. But now I would say immediately that the religious tradition is no longer meaningful, in this broad sense of institutional commitment, in many of the private colleges and in all of the public. "Meaningful" would now be restricted to individuals and groups within the college community.

In the private colleges "chapel" either ceased or gave way to "assembly" or "convocation." Only a few weeks ago we saw reported in the papers an agnostic or humanistic "sermon" given in the "chapel" of the University of Chicago. No matter what the merits, this certainly represented an evolution in the notion of "chapel." Also in other ways the attitude of neutralism or secularism replaced religion. Courses in religion or ethics either stopped or were replaced by non-committal courses on history of religion or comparative religion. Sometimes these courses were taught by agnostics or "humanists." Church affiliation became more and more tenuous to the point of non-existence. In some colleges old statutes were repealed which required membership on the board of one or more ministers of a given denomination. Many of the private colleges adopted the expedient of the public colleges of relegation of religion off campus, and the colleges themselves became neutral and secular.

Meanwhile, in the public colleges, religion was removed from the campus, I mean locally and geographically. The various religious "foundations"—Newman, Wesley, Episcopal, Hillel, etc.—began to establish themselves at the edges, just off campus. Relations with the institution itself varied from college to college and from state to state, ranging from closest collaboration, with full-credit courses, confessionally taught, full use of campus facilities, and even in some colleges an on-campus coordinator or department head, to an attitude of sometimes uneasy toleration, no courses and no use of facilities.

"Religious Emphasis Week" or "Religion in Life Week" came into being, and notwithstanding the satisfaction and enjoyment one gets out of taking part (I have done a good many, with the talks, dinners in commons and in fraternity and sorority houses, and bull-sessions in dorms), the over-all impression is of an enthusiasm pumped up by hard-working committees and aided by the politeness and good will of faculty and students. It is, after all, a "week," or part of a week, and you feel that the other 51 weeks are not accounted for.

III. How explain at all the gradual secularization and neutralization of the private colleges? And similarly, though not exactly in the same pattern, of

the public institutions? I would suggest a few reasons, not pretending authority or profound analysis:

1. The downfall into disrepute of theology as a science affording certitude, and on the philosophical level, the corresponding downfall of metaphysics. This decline in intellectual respectability of religion, together with the polemic over competing claims, may have brought about in many minds an attitude of exasperation with all forms of organized religion and a substitution of no religion or at most a personal and unattached religious attitude.

2. The earlier rationalistic critique of the Bible, which set up the antinomy of Bible and Science, and for many did away with the Bible as a sacred document. I do not equate this critique with the present Biblical scholarship which is going on among both Protestants and Catholics—and between Protestants and Catholics, so to speak—from a viewpoint of convinced and informed faith.

3. The rise of American colleges and universities during the very process, described by Weber and Tawney, of the secularization of the Protestant ethic.

4. The more current development of the constitutional issue of the separation of church and state. Here we see a concerted drive by minority groups (let us say, broadly, of "humanists," agnostics, and atheists) in every conceivable context, educational and otherwise, to use every strategem and tactic, including the courts, to wipe out religion wherever its social or public demonstration exists. The demand of these minority groups for "civil liberties" requires, not that they themselves be permitted to withdraw from such demonstrations, but that the believing, or at least permissive, majority be absolutely prevented from any public manifestation of religious faith. In education, this pressure as we know has hit hardest the public elementary and high schools, but possibly it is making the colleges, or some of them, skittish too. More than any other factor, this pressure of minorities, if continued to a successful result, will change the character of our nation from religious to irreligious.

IV. What to conclude? For one thing, those colleges which still think of themselves as "religious" had better keep a close eye on their own inner life. No one can point to a moment when the private colleges became secular or neutral. This was a gradual development. The process of "creeping secularization" may still be going on in colleges which think of themselves as religious or even church-related.

Again, those who see as possible and desirable the restoration of religion as integral with the on-campus life of colleges and universities which have become neutral or secular are just as much entitled to work towards this goal as those who want to see religion out.

And finally in this connection, those of us who think of ourselves as "liberal"

(i.e. concerned for the person and his rights) should be very well aware of, and should think hard about, this novel interpretation, supported by the strongest pressure, that the securing of rights for one group necessarily entails the forcible annulment of the rights of others.

V. I should like to say something about theology in the college and university, because that is where my truest interest lies in the present connection. But I will merely quote two passages, one from Newman and the other from Moberly, hoping that this subject will get into the discussion:

- 1) Newman, *The Scope and Nature of University Education*, Everyman, 1949, Discourse I, p.12:

Is it, then, logically consistent in a seat of learning to call itself a University, and to exclude Theology from the number of its studies? . . .

But this, of course, is to assume that Theology is a science and an important one. . . I say, then, that if a University be, from the nature of the case, a place of instruction, where universal knowledge is professed, and if in a certain university, so called, the subject of Religion is excluded, one of two conclusions is inevitable, —either, on the one hand, that the province of Religion is very barren of real knowledge, or, on the other hand, that in such university one special and important branch of knowledge is omitted. I say the advocate of such an institution must say *this*, or he must say *that*; he must own, either that little or nothing is known about the Supreme Being, or that his seat of learning calls itself what it is not.

- 2) Sir Walter Moberly, *The Crisis in the University*, London, S.C.M. Press, Ltd., 1948, p.56:

Atheism is no speculative opinion. It is leaving God on one side, 'having no need of that hypothesis.' In that case one need not bother to deny the existence of God, one is simply not interested, and that is precisely the condition of a large part of the world today. It is in this sense that the University today is atheistic. If in your organization, your curriculum, and in your communal customs and ways of life, you leave God out, you teach with tremendous force that, for most people and at most times, He does not count, that religion is at best something extra and optional, a comfort for the few who are minded that way, but among the luxuries rather than the necessities of life. . . It is a fallacy to suppose that by omitting a subject you teach nothing about it. On the contrary you teach that it is to be omitted, and that it is therefore a matter of secondary importance. And you teach this not openly and explicitly, which would invite criticism; you simply take it for granted and thereby insinuate it silently, insidiously, and all but irresistibly. If indoctrination is bad, this sort of conditioning and preconscious habituation is surely worse.

## The College of Arts and Sciences in the University

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### The College of What We Began With

ELDON L. JOHNSON

There are many reasons for our uncertainty about the liberal arts and the role they are accorded today, as well as our concern about their future in the modern university. The reasons do not spring from the perversity of men but from deep-rooted social changes. The rise of innumerable professions demanding trained intelligence, in place of a handful a century ago; the age of specialization; the education of two fifths of all youth of college age, or ten twenty-fifths, instead of one twenty-fifth as fifty years ago; the rising social value of college both in the sense of importance to the group and acceptance by the group; the tendency to extend the general objectives of the comprehensive high school on into college—all these help explain the changes we perceive and the fears they engender. It isn't surprising that the liberal arts college is more uncertain about its precise purpose and that the unity of the university seems to be in jeopardy.

There are two ways of analyzing our problem—the problem of the survival of the liberal arts and then their place in the university—one by looking at the university and one by looking at its product, the educated man. What is the total university task? Then we can see how best to organize for it. As Justice Holmes once said, “at this time we need education in the obvious more than investigation of the obscure”. What does the university *in toto* do? The familiar categories are preparation for the professions, preparation for social responsibilities and preparation for personal fulfillment. The role and future of the liberal arts college rests on whether it can make some contribution to these over-all purposes not otherwise made or better made. Can it do something significant the high school didn't do and the graduate school or the professional schools don't or can't do, or can't do as well?

It is clear that we have all embraced the idea that every student needs both

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Note: The remarks of panelist Theodore M. Hesburgh were not available for publication.

depth and breadth in his education. This only adds to the current confusion because, as a result, the liberal arts college is becoming more professionalized and the professional schools are becoming more liberalized. Can the professional schools become so liberalized that there is no place for the liberal arts college? (So it is merely swallowed up or divided out among burgeoning professional schools?) Or, on the other hand, is something significant still left after all the specialized demands have been met? The answer seems too clear for elaboration. There is still the common, undergirding task set by both civic and personal life. There is still a place needed where this can be central, not peripheral; where this can be central and the occupational peripheral. There is still need for a college not of what is left but of what we began with, what preceded the professions because it reflects the nature of man, what we hold in common, what makes us human and what makes us social.

I said there is a second way of analyzing the problem—looking at the educated man. How does he spend his time? This is a valid question because education is merely the preparation for how one can best spend one's time. Can he, does he, or should he spend it at anything for which the college of liberal arts can best prepare? Does he spend his time entirely or primarily on that for which the professional schools educate? How shall education affect his time as a citizen, parent, man of leisure, lifetime learner or man of introspection and self-analysis? Surely these cannot be inconsequential interests of the university, to be left to professors *primarily* interested in what is *secondary*. If we rely on some organizational pattern excluding the liberal arts college or intending to take care of the liberalizing merely in addition to some other central purpose, then we are indeed entrusting that part of university education concerned with man as man to colleges and professors primarily interested in what is secondary. Unless a university has completely lost its sense of priorities, it is not likely to let itself get organized so that second-place matters always come first and first-place matters are in danger of complete neglect.

The college of liberal arts is the strongest unifying force left in a university—some say, with much justification, the only one. While becoming itself professionalized, and being called upon to repackaging everything for the capsule liberalization of the professions, the college of liberal arts needs to decide what its mission is, what it can best do and what it will be at the center no matter what it becomes at the edges. There is no future for it in the modern university if the effort is merely to return to the seven liberal arts, polite education for gentlemen, or any other concept wholly out of another age. The liberal arts and the professions have always had to make their peace. Their clash and competition for time were noted in university history centuries ago. Francis Bacon wrote over three centuries ago of medieval universities: "Among so many great foundations of colleges in Europe, I find

it strange that they are all dedicated to professions, and none left free to arts and sciences at large." Maybe the interplay will hammer out a new synthesis, a new but most certainly a precarious and shifting balance. The imminent job of the university is to discover what that balance is and how the college of liberal arts can best contribute to it. In the modern world calling for technological skills, democratic decisions and ample leisure time, and in a society attempting to make college a common experience, the college of liberal arts in a university will itself combine depth and breadth, the theoretical and the practical, the cultural and the vocational. The liberal arts will not survive in the university as something so precious, as Whitehead warns, that they must be hidden away in a napkin, undefiled by the busy world. Indeed the very key to their survival is their relevance—and it will be no service to the liberal-arts cause further to perpetuate the idea that they are Olympian, disembodied and irrelevant for all but a few selected leaders. If they are irrelevant for all but a few, I for one misconceive the nature of the liberal arts and would not lament their eclipse.

It is difficult to see how a university can possibly perform its mission without a strong liberal arts college. Otherwise there is no satisfactory home either for much of the human heritage we hold in common or for the scholars who are the custodians of such knowledge. The university cannot neglect, as it otherwise would, the fundamentals both for society and the individual, the underpinnings of the professions, and what professional people do when they are not being professional—to say nothing of the great common denominators of communication, human relations and citizenship.

If professional schools were permitted to tear the university apart as they sometimes tend to do, they would, to restore some sense of wholeness, have to become either (1) each a university unto itself or (2) all tied to and partially dependent on a common college at the core. Sense and economy will dictate the later. So will the demand of increasing numbers of students for whom college is preparatory, in an age of graduate education, as the high school formerly was. In this trend, it is difficult to argue that specialization should be the main concern of the first four years or that there is time only for making occupations and none for making men.

Given the tripartite American concept of equality-education-citizenship, as well as the Affluent Society in which young people are long kept out of the labor market, the college of liberal arts is something we would have to invent if it did not now exist. Survival for the future is, therefore, not in doubt *even*, if we must put it that way, *even* in the university. The future will be more secure, however, if this college is not of that with which the university is left but of that with which it began, not of residual powers but of inherent unitary strength, not just the remainder after long division but the genuine common denominator.

## The Test Is Relevance

BARNABY C. KEENEY

These remarks are based upon ignorance and contemplation.

The ignorance is the result of a sheltered life. Although I attended a complex university which contained a variety of colleges and schools, I cannot recall that I was really aware of any of them except the college of arts and sciences. In the institution I attended as a graduate student, there were no undergraduate professional colleges, and in the institution where I have served ever since there is nothing whatever but arts and sciences with engineering included in the college.

I have therefore assumed without much question that the college of arts and sciences is valid, and have based my activities to date on this assumption. I was horrified by the phrasing of the questions sent to this panel. I am still horrified, but I have been forced to contemplate.

The questions that C. P. Snow asked in his challenging little book, *The Two Cultures*, are relevant to this discussion. Snow's basic thesis is that the humanist and the scientist do not know much about each other, but that the scientist knows more of the humanities than the humanist knows of the sciences; this situation is likely to cause the scientist to think of the humanities as easy and the humanist to think of the sciences as hard and mysterious.

The relevance to life of the subjects studied has a good deal to do with the curriculum that is pursued by most students in the college of arts and sciences and the vigor with which they pursue it. Generally speaking, I think it is true that a student of, say, physics or chemistry or engineering is likely to be more energetic as an undergraduate than most students of, say, English or history or political science.

Professors of the pure and applied sciences are likely to assume that their students are better than the students of the humanities and that their subjects are harder. There is no objective basis for this belief, but it nevertheless persists. It is true, however, that there are less poor students of the sciences than of the humanities or the social studies.

On the other hand, the professors of the humanities are likely to weep and wail that all the support, all the money and all the interest go into the pure and applied sciences and even into the social sciences, so-called. This complaint contains a certain amount of truth, but not so much as the humanists would like to think.

The real basis for these differences is not money or difficulty or ability, but relevance. It is perfectly obvious to any eighteen-year-old that engineering is relevant; it is pretty obvious that chemistry is relevant; and, if a student is really bright enough to study higher mathematics, its relevance will not escape him. On the other hand, it is much less obvious that English literature



or Egyptian history or even American history are relevant, at least in practical terms.

We humanists would like to escape from this situation by asserting that the humanities are truly relevant, because they provide a firm basis for the development of the intellect, or at least of the capacity to think straight, which is undeniably useful. The humanities, therefore, are a sort of teething ring for life.

The real difficulty, however, is that the humanists have ignored a very important part of man's activities in the study of man's actions, writings and works of art, and that is, of course, the development of science and technology. Very few professors of English could give much consideration in their courses to the development of science and technology in contemporary society, for they do not know anything about it. The reason they do not know anything about it is that they have never studied it seriously. The same is true of most professors of history.

Until this deficiency is corrected, there will be a certain vagueness in the humanities. They will not be complete even in what they assert themselves to be—the record of man's thoughts, activities and problems—for certainly the impact of science upon the twentieth century is as basic and as important a problem to the people who live in the twentieth century as sex, which has received somewhat more than its share of attention in literature.

A parallel situation existed in the English universities and the American colleges in the eighteenth century. Almost no major advances in learning were made in those institutions in that century, not because they were occupied by stupid men, but because the curriculum ignored the present and the men who taught were not concerned with the present. I know of no first-rate thinker of the eighteenth century who was a member of a faculty of a university, and most of them never set their feet within one.

The humanists in our colleges of arts and sciences today are not so different from their predecessors as we would like to think.

I come now to some rather obvious remarks which will doubtless be made by all the other panelists.

We may think of the college of arts and sciences as a self-standing entity, as a place where a student can prepare himself for a generalized career; we may think of the college of arts and sciences as a preparatory school for graduate study either in arts or sciences or in a professional school; or we may think of it as a service bureau where various courses are taught that are required in the undergraduate professional schools. I have been told of one institution where physics is taught in different ways for physicists, for A.B.'s, for housewives, for engineers and for students of agriculture.

This procedure betrays a certain confusion about physics and about the purpose of the college of arts and sciences. I have no intimate knowledge



of the function of a college of arts and sciences as a service bureau, but I have a suspicion—or perhaps a prejudice—that what is done for this purpose is not very well done, and that the conception on which the activity rests is not valid. Such a concept may, moreover, be partly responsible for underestimating the importance of the work of the college of arts and sciences.

Since this panel is concerned with the future, it is appropriate to venture a prediction. I shall precede this prediction with a mild and familiar diatribe.

The first two years of most undergraduate colleges, whether they be of arts and sciences or not, are occupied with the study and the teaching of subjects that are appropriate to secondary school and at a level that is appropriate to the secondary school. This has been the case longer than lovers of the past would like to admit; it has, in fact, always been the case. If you do not believe it, read Guibert de Nogent.

We are in the process of upgrading the schools so that an increasing number of students enter college with some degree of proficiency in the subjects that are customarily taught during the first two years. In a college where the curriculum is not sufficiently flexible and the dean is not sufficiently imaginative to free proficient students from repetitious studies, boredom results and, once contracted, boredom is hard to cure.

In the more forward-looking places, the entering student is freed from the study of subjects that he knows well enough at the elementary level. This freedom may very well involve more than half the student body of a good college today.

My prediction is that it will involve all the students in a selective college in the very near future. We shall be in a position to do away with most of the requirements that we presently have in the curricula of our first two years.

The use of this situation is the greatest challenge that faces educational institutions today. The most prosaic use of it would be very simply to start the freshman in his field of concentration and let him do what would amount to a master's degree at the end of four years or get out at the end of two or three. A far more imaginative use of the situation would be to develop a curriculum and provide a faculty that would educate far more deeply than we presently do, that would really teach the humanists the sciences and really teach the humanities to the scientists.

I do not know how either of these ends can be attained except by a strenuous effort to make knowledge one again.

## Language Is the Bridge

J. WAYNE REITZ

For the purpose of this discussion I shall assume that the higher needs of man are his great imperatives. Notwithstanding the assertions made in this conference that youth now discounts the future, I shall assume further that it still desires to live for what is great, for the perpetual promise of a beckoning ideal.

The liberal arts college had its origin in this inner compulsion; men of vision and experience, like Benjamin Franklin, believed that "the good education of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and commonwealths." As long as this thought lives, there can be no question about the future of the liberal arts college.

Institutions are responsive to, just as they depend upon, public support. Even if we can be sure that liberal arts colleges will survive, we must ask ourselves about the steps that must be taken to make them as vigorously productive in the future as they have been in the past. It seems to me that special problems face the liberal arts college in a land-grant and state university. Parenthetically, let me express the hope that the private liberal arts colleges will continue to thrive, for theirs has been a noble contribution to American education.

The future of a liberal arts college in a university is likely to be determined by two sets of conflicting interests. One is the age-old ideal of humanistic education, whereby the student shall have an opportunity to examine the whole circle of arts and sciences without any necessary plan to specialize in one subject. The other is the in-built orientation of a university toward professional aims. Public demand, student interest and faculty research combine to create an almost overwhelming pressure to direct all attention to the latter goal. In some institutions the current procedures attempt to harmonize the two conflicting attitudes. Courses in language, the social sciences and philosophy are as job-directed as are the so-called bread-and-butter courses in technology. Various departments, while protesting that they serve the ideal of liberal education, issue bulletins describing work opportunities open to their graduates as though they had pursued a professional curriculum.

The initial problem that needs solution is this: What is the function of a liberal arts college in a university? Can it stand in its necessary position as the basic general college and still pursue the traditional aims? I think it can. But it is going to take a good deal of retraining of faculty and administration to achieve this desirable goal.

A hard look at the facts indicates that some liberal arts colleges in land-grant universities live as poor relations to the professional schools. Often it

would appear that the primary reason for their existence is the supplying of underclass instruction in the languages (including English), the social sciences, philosophy and the fine arts. Even if the natural sciences and mathematics are located in the liberal arts colleges, these subjects fare better than the humanities and social sciences, for the natural sciences are called upon to provide much advanced work. In the humanities, advanced work even for juniors and seniors is somewhat spotty. It is not uncommon for an institution with thirty or more teachers of English to offer a handful of advanced courses in literature and composition. Others may provide one or two courses in anthropology, archaeology and philosophy, and none at all in astronomy, metaphysics and oriental literature.

And how are these few advanced courses brought into existence? Often they do not result from a clearly formulated plan but from a strange necessity. A strong faculty man says that he will depart to that kind of an environment where he can teach a course in the area in which he took his graduate work. Advanced courses, therefore, are looked upon as part of the price an institution must pay to retain better faculty members.

Even though this kind of curriculum building on the upper level may seem to form no part of a tenable educational pattern, in practice it often justifies itself. Any institution that has five or ten men of this caliber probably gives as good a liberal arts program as any theoretical curriculum builder could devise. Where this mode of reward is unsatisfactory is in instances where a policy prevails that a faculty man who has served his apprenticeship shall be rewarded with an advanced course once every year or two. Certainly no course can be developed into a stimulating one in these circumstances. The future of a liberal arts college in a university with this kind of unplanned, uninspired course offerings would be questionable.

It seems to me that too much of the discussion concerning the place of the liberal arts college in a university has related to subject matter. The big question is not so much what will be taught as what is the philosophy that underlies the teaching. A few years ago foreign languages well nigh dropped out of all curricula except for the Bachelor of Arts. Sudden pressure developed, and the National Defense Education Act was passed in an effort to correct an obvious error in curriculum building. Yet it must be noted that this Act was passed in a context not of liberal education but of defense. If the liberal arts offer a timeless insight into the wisdom of the ages, it is regrettable that a crisis was needed to hasten the decoction of a remedy for the defect.

We are strong to the extent that we ask the right questions and implement the best answers. Ultimately, if not immediately, the answers to most questions will depend upon the quality and attitudes of those who teach. A college is shaped by its opinion-makers, the faculty, and its administrative leadership. In the attempt to develop standards of accreditation a premium has been

placed upon the Ph.D. degree without, in many cases, proper emphasis upon qualities of character, clarity of vision and other high personal traits. There is still much virtue in the statement of a liberal arts catalogue of 50 years ago: "in the best education the matter of first importance is character; second, culture; and third, knowledge." I fear that in our intellectual smugness we have reversed the order. We have become so imbued with granting Ph.D.'s and in turn hiring mainly those who possess them that we assume the holder thereof is a good teacher. Because of his moral, social and personal characteristics, he may be rejected in the classroom. Yet the procedures we follow in examining for the degree may not uncover these weaknesses.

The influence of the Ph.D. program also has its impact on the organization and unification of subject matter within the purposes of liberal education. We need to strike a better balance in our graduate school programs between conceptual research and factual block building. Should we not recognize that some of those who are going to teach can be more highly stimulated and become more effective teachers if their research is directed toward the scholarly activity of synthesis or reassembling of fragmented knowledge into a meaningful whole?

In seeking the broad purposes of a liberal education, we shall probably remain confused and in disagreement over the spectrum of subject matter which should be covered. Whatever metes and bounds one might establish there will still remain the need for a unifying agent. There are those so bold as Sir Eric Ashby of Cambridge, who sees the unifying agent between the liberal and the specialized as being technology itself, if properly taught. In seeking a unifying agent, I would suggest a return to an original conception of the liberal arts and suggest that we reassess and re-emphasize the role of language. The proposition is so simple that it hardly needs to be stated. Language is the bridge between subject matter, not only within the liberal arts but between the liberal arts and specialized areas. It is the central humanizing agent. The mastery of it, so that the student can write and speak with ease, will carry over into the whole field of learning.

Thus, one of the prime functions of liberal education is to perfect the system of language and to expand it into the universe of thought through practice in speaking and writing. Then and then only can we read the great books and return again and again to the wisdom of the ages for intellectual refreshment and reawaking of our sense of values. Then too we shall have a better basis for bridging the gaps between areas of learning. Students so equipped and then subjected to a program in arts and sciences as well as the professions, if desired, will enjoy greater freedom and liberation of the intellect. They too will respond to the great imperatives.

## Financing the Liberal Arts College

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### Is the Self-Contained College Economically Feasible?

HOWARD R. BOWEN

Our chairman, in arranging this panel, suggested that I might be the one to give an "encouraging" picture of college finance. I am not sure that I am well cast in the role of optimist, because I experience many days of melancholy when I brood about the budget and the next round of salary increases. Yet I am sincerely optimistic about the financial future. The liberal arts college is far from a dying institution. In fact I have been mildly shocked by the theme of this meeting which suggests doubts about the survival of the liberal arts college. True, some colleges are in trouble and a few may perish. But in general the liberal arts college is destined not only to survive but to occupy an increasingly strategic role in American life. The colleges I have known over a period of years have never before in my memory been so strong financially, so vigorous intellectually or so high in public esteem.

The history of most colleges will reveal that ours is not the first generation of administrators who have faced financial uncertainties. College finance has always been a kind of act of faith. It has never been easy or automatic, and probably never will be. So long as colleges seek excellence there will be financial stringency. The stringency is as much a function of educational ambition as of shortage of funds, and that is as it should be.

But the act of faith need not prevent us from looking ahead realistically. At this moment, our financial worries are linked to four inter-related problems: (1) the coming flood of students, (2) inflation, (3) faculty salaries and (4) inefficiency.

I see the rapidly increasing numbers of students as an almost unqualified advantage for the liberal arts college. These colleges are *not* necessarily called upon to admit any large fraction of the increased student population. The bulk of the increase will and should be absorbed in various public institutions. Nevertheless, the increasing flow of students is emancipating the liberal arts

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Note: The remarks of panelists Edward E. Booher and James H. Case, Jr., were not available for publication.

college from the perennial nightmare of shortage of qualified students. The liberal arts college can become what it was always intended to be, a place where comparatively gifted undergraduate students can be educated in the arts and sciences. The increased student flow will also enable each liberal arts college to reach whatever enrolment it needs for efficient operation, and to charge fees that are financially realistic. All this, of course, assumes that the liberal arts colleges resist the temptation to grow in proportion to the increased demand for education. What I am saying is simply that the future of the liberal arts college lies in close attention to quality, not necessarily in quantity. The liberal arts college no longer needs to be all things to all men.

The second problem is inflation. After twenty years of continuously rising prices, we are all highly sensitive to the tendency of costs to spiral ahead of endowment income and student fees. By this time, however, most colleges have made a fairly good adjustment to inflation. We have learned that endowments can be invested in stocks and real estate as well as in bonds. And we have learned that student fees can be advanced at least in proportion to the rise in the general price level. In my opinion, we are better prepared to cope with inflation than with its opposite, depression. In a depression, we would face shrinking enrolments, declining endowment income, smaller gifts and increasing charges for student aid. It might not be amiss for educators, individually and collectively, to do some advance thinking about institutional policy and national policy for education in the event of depression.

The third problem I mentioned is faculty salaries. To finance the annual round of salary increases is a serious financial burden that will be with us for some time in the future. The rapid rise in faculty salaries must continue until colleges can compete with industry and government for professional personnel. The substantial increases in faculty salaries over the past few years have already had an impact both in attracting young people to teaching and in encouraging people employed in industry and government to shift to teaching. If teachers' salaries continue to increase at present rates, colleges will eventually become competitive, and then the rate of increase can level off. Taking into consideration the non-monetary advantages of college teaching, and the perceptibly rising status of the profession, we are closer to a competitive scale than is generally assumed. I am sorry that time does not permit documentation of this point.

In my opinion, the present rate of salary increases (of perhaps 8 per cent a year) will have to be maintained for another four to five years. Thereafter, further increases can approximate the rate of increase in wages and salaries generally—namely, 3 or 4 per cent a year. I believe that our colleges can finance the needed salary increases, though there will be strains. If we see the problem as one of getting over a hump, rather than massive increases over an indefinite period, we can face it with some equanimity.

The final problem I mentioned is inefficiency. We are being told repeatedly and pointedly that we cannot afford to operate in our accustomed ways, and that the solution is greater operating efficiency, i.e., reducing the cost per student in terms of both money and faculty time. Usual proposals include: (1) use of T-V and other mechanical aids, (2) increasing the average size of classes by means of lectures and curricular streamlining, (3) reducing the number of class meetings through independent study, off-campus study, etc., (4) use of teacher aides and assistants in place of fully-qualified teachers, and (5) more intensive use of physical facilities through revised scheduling of the college week or the college year.

I am certainly not against efficiency. Every college should work to become more efficient. But I believe the gains to be achieved through greater efficiency are less than sometimes claimed. Efficiency refers to a relationship between inputs and outputs. The inputs are in the form of money and human effort and can be measured. The outputs unfortunately are not so easy to measure. They are not merely a number of students who have completed arbitrary requirements or who achieve certain test scores. The outputs consist of human personalities and are in the form of values, attitudes and motives, as well as skills and knowledge. It is by no means obvious that the standard proposals for increasing efficiency are really efficient in terms of the true goals of a liberal arts college. They may help us grant more degrees per \$1,000,000 expended, but they will not necessarily help us produce personalities of the kind we cherish.

I have tried conscientiously to appraise the savings in money and in faculty time that would be possible at Grinnell College through the various proposals for increasing efficiency, *while maintaining a reasonable rate of improvement in quality*. At the very outside, I find that we could add enough students to generate around \$100,000 of net extra income available for faculty salary increases. This would finance about a 10 per cent increase in salaries, or about one year's increase at the rate salaries have been rising. Obviously this saving is worth making, but it is not of the magnitude that the proponents of efficiency are suggesting. It is not the thing that will save our colleges if they are in jeopardy.

My difficulty in finding large economies is due to my premise that a reasonable rate of improvement in quality should be maintained. Perhaps this is an unwarranted constraint to impose. But I believe the future strength and opportunity of the liberal arts colleges lies in *quality*, and that there is little future, even financially, in attenuation of quality.

If the liberal arts college is to stay in business in competition with the public colleges and universities, it must have something unique and (I hesitate to use the word) superior to offer. If it takes over the techniques of the mass institutions, e.g., large classes, student assistants, around-the-clock schedules,



use of mechanical aids, etc., what it loses will be the justification for its existence.

As I see it, the only feasible course for the liberal arts college is to maintain its integrity and its uniqueness. It must be concerned primarily for undergraduates as distinct from graduate students; it must achieve a sense of community; it must preserve intimacy and personal association; it must concentrate exclusively on the arts and sciences; it must be frankly and actively concerned with religion and values; it must offer wide participation in extra-curricular activities; it must select its students from among the more capable. And I might add that it must avoid the weaknesses of narrowness, provincialism and paternalism.

The liberal arts colleges of the kind I am describing will become increasingly attractive to students and their families, to donors, and perhaps most important, to faculty members.

The final basis of my optimism is the same act of faith with which I began. It is that our society urgently needs the liberal arts colleges, that it is coming increasingly to recognize that need, and that if the position of these institutions were seriously threatened, the people of the United States would not stand idly by and let them go down. In the event of serious financial stringency, I should expect both greater voluntary giving and public aid. My experience leads me to believe that the support we need will derive more largely from excellence than from low cost per student.

## Cooperation Among Liberal Arts Colleges

W. BLAIR STEWART

In the preliminary correspondence about this panel discussion the subject of our deliberations was listed as "Is the self-contained liberal arts college economically feasible?" I do not know what led to the change in title to the rather drab "Problems of Financing the Liberal Arts College." It may have been the realization that the mortality rate for liberal arts colleges is lower than for almost any other business or eleemosynary institution. If the question was to be answered in the present tense, it is clear that the liberal arts colleges are economically feasible. They exist and they pay their bills. If they are given credit ratings, I suspect that most of them are triple A.

It may be that the question is one that relates to the future, and our concern is whether the liberal arts college will continue to be economically feasible.

One difficulty that arises when we attempt to discuss this question is that the phrase "the liberal arts college" joins together institutions of vastly different objectives, procedures and resources. Presumably we would all agree that a prestige liberal arts college with applications for admission far in excess of capacity, with an endowment of several tens of millions, annual alumni



gifts in the hundred thousands, strong support from foundations and corporations, and a substantial and continuing flow of bequests is (to put it mildly) economically feasible, and is likely to continue to be so for the indefinite future. But even such a college has financing problems. The needs of even the most affluent college always outstrip its resources. And so the shift in title results in an increase in relevance at the expense of a decline in color. Every college has problems in financing although the economic feasibility of very few of them is currently in doubt.

Although it may not be economically feasible for many colleges to do what they would like to do, I am inclined to argue that if what they do is worth doing, by and large it will be economically feasible. If the educational opportunities they offer are measurably superior to those provided by tax-supported institutions, they will be able to charge higher tuitions and will gain substantial support from private philanthropic sources. If some of them have religious orientations that seem worth while to the denominations with which they are affiliated, church support should make them economically feasible. If the church fails to give such support to a given college it is in effect saying that the religious orientation in this instance is not worth what it costs.

It may of course be argued that Americans are indiscriminating consumers of higher education; that they are not willing to pay the differential for private education that it is actually worth, or that colleges subsidized by private philanthropy cannot compete with institutions subsidized out of taxes. More discriminating consumption of educational services is certainly to be desired, and there is reason to believe that this is coming fairly rapidly. But discrimination will not help the liberal arts colleges unless they have something distinctive to offer and unless the distinctive features are worth the price differential to the consumer. I strongly suspect that what the self-contained liberal arts colleges have to offer is frequently not worth the cost differential. If this is the case, misguided philanthropy may make such a college economically feasible; it does not make its continued operation educationally desirable.

Bluntly put, my argument is that the most important condition for the economic feasibility of a liberal arts college is that it should be worth the costs that its survival entails, and that as matters stand at the present time a good many of them are not worth what they cost. If they are to become worthy of adequate financial support, they must render more effective and distinctive educational services. In some instances this distinction can be achieved, at least in part, through religious orientation. For most colleges it must be attained by providing superior educational opportunities. In any event the liberal arts college cannot properly base its claim for support on its wasteful use of human teaching resources, euphemistically known as the low student-teacher ratio.

The potentiality for educational improvement, conceived in terms of the

gap between actual performance and legitimate aspiration, is large for any college and is almost limitless for many. In my judgment the chief means by which the size of this gap may be reduced are through objective studies of the learning process at the college level and application of the discoveries made, and through reduction of the large component of attitudes, materials and procedures that are more appropriate to the secondary school than to an institution of higher learning. An important aspect of this is a greater emphasis on autonomous and independent learning on the part of the student.

It is curious that it seems meritorious for the academician to apply the most advanced analytical techniques to almost any aspect of the world and man's activities except teaching and learning. We tend to assume that almost anything can be taught except how to teach. In the present state of our knowledge of the psychology of learning and of the relative effectiveness of different teaching procedures, this may seem to reflect a sound instinct. Even in the present primitive stage of the science, however, there are understandings that can be fruitfully applied, and the prospective gains that may be expected from objective and systematic experimentation are very large indeed.

It is in the area of improvement of the educational process that the greatest gains from cooperation between colleges are likely to be made. In the present climate of American academic opinion, the teacher who attempts the systematic study of teaching procedures is likely to be a lonely soul, looked upon with compassion, if not with disdain, by his colleagues and inadequately supported by his administrators. If the means can be found to combine the activities of such searchers after truth from a number of colleges, they will be encouraged to greater efforts, support for their studies will be more readily available, and the impact of their findings will be multiplied manyfold. Surely there are many educational innovations of great promise that are confined in their impact to a single institution, or even to the students of a single teacher in one department of an institution. Cooperation in the design, conduct and evaluation of educational experiments is a most promising method for increasing the effectiveness of the procedures and the influence of the findings.

Cooperation can also be helpful in attempts to work toward more mature educational attitudes and procedures. It is significant that when the representatives of four colleges in the Connecticut Valley joined to design New College they proposed an educational program much more sophisticated than those followed by their own institutions. It is true that this is an architect's sketch rather than an existing structure, and that vested interests were therefore minimized. The fertility of the New College Committee is attributable in part to the fact that they did not have to devise a scheme that could be applied to their own institutions, and they could therefore ignore the political considerations that are a major aspect of the deliberations of most college planning committees. I am confident also that the fact that the committee came

from four different colleges contributed significantly to their freedom of thought. Perhaps the inhibitions on imaginative thinking that are so prominent a part of curricular discussions in the individual college tended to cancel each other out when the representatives of four colleges were brought together. It seems quite unlikely that four faculty members selected from a single college would produce a plan as imaginative and promising as the New College proposal.

Cooperation between liberal arts colleges can contribute to their economic feasibility in three ways. Listed in order of importance these are:

- 1) By assisting the member colleges in their efforts to improve the quality of their educational programs;
- 2) By permitting the member colleges a degree of specialization which may result in more effective and efficient education;
- 3) By providing opportunities for savings in activities subject to economies of scale.

The above possibilities can be illustrated in part by the programs adopted so far by the Associated Colleges of the Midwest. Two of these projects are aimed at the first objective listed and one at the third.

An initial project is a program of cooperative experimentation with techniques of teaching foreign languages. We hope to have a study team at each college, participating in a carefully planned process of testing various approaches to second language learning, and the use of a variety of teaching aids, with a full-time coordinating director and considerable assistance from part-time consultants. Time does not permit a discussion of the reasons for selecting foreign language study for this effort. I shall assume that they are so cogent as to be readily apparent to the members of such a well informed and astute audience as this.

A second program arises out of the great difficulties that all liberal arts colleges face in providing their scientists with the equipment needed for research. This is particularly evident in the field of nuclear science. No college can supply the major instruments needed for research in this field. How can they hope to attract and retain able young scientists who in their graduate training have become involved in the exploration of these new frontiers of knowledge? How can their ablest advanced students be given some firsthand experience with the nature of this exploration?

As a preliminary and partial approach to this problem the Associated Colleges of the Midwest and the Argonne National Laboratory will shortly announce an agreement on an arrangement that we call the Argonne Semester plan. Under this agreement three faculty members selected from the ten colleges, a biologist, a chemist and a physicist, will go to Argonne in June and remain there as members of the research staff for approximately fifteen months. They will be full-time members of the Argonne staff during the

summer months but will have divided responsibilities during the academic year. In September a group of selected seniors from the ten colleges, majoring in biology, chemistry and physics, will come to Argonne as part-time research assistants. They will carry on academic study under the tutelage of the three faculty members. At the end of the semester they will return to their home campuses with full academic credit for the semester. They will be replaced by another group of students who will carry on a like program in the second semester. In June of 1961 another group of three faculty members will arrive at Argonne. After the first summer, therefore, there will be six A.C.M. faculty members at Argonne each summer, three during the academic year, and two groups of students will spend a semester there each year. We believe that this program promises to make an important contribution to science instruction in the member colleges.

The present program of A.C.M. makes no contribution to a reduction in the spread of the curricula of the member colleges. But this is an important direction for possible improvement in educational performance and efficiency. Most American liberal arts colleges have assumed that it is important to provide an elaborate bill of fare. Frequently items have been added to the menu in the hope that a sufficient number of cash-paying customers would be attracted to cover the costs. Generally these expectations have been illusions and the quality of college education has suffered because most colleges are spreading their resources over an unnecessarily wide curriculum.

One hopeful aspect of the expected increase in demand for college admissions is that it should reduce the appeal of this argument for expansion. If we use the four-hour course as a unit, a student's four-year program will normally consist of 32 semester courses. Yet it is not uncommon for a liberal arts college to offer 200 courses, and liberal arts colleges—not universities—can be found that offer more than 600 semester courses. Even with the constraints provided by core courses, general requirements and prerequisites, this provides the undergraduate with an astronomical number of programs from which to choose. The notion that such variety is an evidence of strength is surely an illusion.

One of the noteworthy features of the New College plan is the restricted bill-of-fare offered to the students. In part this has been made possible by the opportunity provided for students to sample the wide variety of offerings at the four neighboring colleges.

As the Connecticut Valley colleges have demonstrated, geographical proximity makes possible savings through specialization in course offerings by permitting a student to take courses in one of the cooperating colleges other than the one in which he is registered. There are many opportunities for this type of cooperation that have not been exploited.

It is even conceivable that curricular specialization could be arranged be-

tween colleges located at some distance from each other. This would mean, however, the full-time transfer of the student. I know of no current arrangement of this type, although junior year abroad programs, the Washington Semester at American University and the Argonne Semester arrangement of the Associated Colleges of the Midwest indicate that temporary transfer arrangements are not impossible.

The third type of saving that may come from cooperation arises out of the economies of scale. We are thinking here mostly of savings that may be made on the business side of the college enterprise. The fact that a college food service that was started after World War II is now serving 61 different colleges seems to indicate that there are economies to be found in increasing the scale of operations in this area, although it may reflect rather the efficacy of the profit motive.

The project in this area that has been adopted by the Associated Colleges of the Midwest is a study of the possible savings that might be made by cooperative purchase of insurance. A firm of independent insurance advisers has been engaged to survey the insurance needs and coverages of the member colleges, and to recommend procedures for obtaining more adequate coverage. We are hopeful that the result will be better insurance and lower costs.

There are probably other business areas in which cooperation can result in significant savings, although in many cases the savings may be reflected in better service rather than in a reduction in money outlay. The major dividends from cooperation, however, should come from applying it to the central business of the college, its educational activity.

## Accreditation: Burden, Luxury or Necessity?

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### Why Accrediting?

JOHN S. MILLIS

In considering the necessity of a system of accreditation for higher education, we must examine the legitimate interests and concerns of four segments of our total society: the general public, the student, the alumnus and the institution. Each of these four sees the matter from a different point of view, but each has legitimate concerns and values. Hence an ideal system of accreditation must recognize and meet these desires.

In considering the public interest, one must recognize that a college or university is a public trust. The citizens of our nation have delegated to their institutions of higher education the trusteeship for the common inheritance of knowledge and skill which civilization has accumulated. A trusteeship requires a report of stewardship—a regular statement as to how the trust is being administered. Accreditation is the report, based on the judgment of competent persons, of this stewardship.

The second aspect of the public interest is protection of the public. Virtually every system of licensure to the practice of the professions is based upon a college degree. The license is a certificate of competence, and therefore the college degree is also a certificate of competence. The university is directly accountable to the public for its certification of competence, and accreditation is the means by which this accountability is continuously reviewed and recognized.

From the point of view of the student, accreditation serves two purposes. The first is informational, in giving a reasonably clear statement as to the purpose and nature of a college or university—information a student certainly must have in choosing an institution. This is not unlike the purposes behind the pure food and drug laws which are designed for the protection of the consumer.

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Note: The remarks of panelist Carter Davidson were not available for publication.

The second service of accreditation to the student is the protection of his freedom to move about within the system of higher education. We Americans are a highly mobile people and it is natural that there should be a substantial amount of transferring between various institutions and between various levels of education. Accreditation assists in some standardization, at least of nomenclature, and is in fact the basis for transfer.

The college graduate sees accreditation from still another point of view—that of his property rights. As America has shifted from an agricultural nation to an industrial nation, ownership of land has ceased to be the chief basis of economic security and has been replaced by ownership of knowledge and skill. The college and university diploma has come to have a great economic value. To a physician, his medical school diploma is his most valuable possession, and its integrity must be protected. Hence accreditation, the continuing certification of the validity of the diploma, is of tremendous concern to the graduate.

Last, but by no means least, is the importance of accreditation to the institution itself. The most precious asset of every college and university is its freedom. No system of higher education can long flourish without institutional freedom. No free society can long remain free without free institutions. Freedom has a price—the price of responsibility, the price of accountability. Further, both responsibility and accountability must be assumed voluntarily. Accreditation is the means by which we assume this responsibility of freedom. It is the system by which we account for our stewardship. The only alternative to voluntary accrediting is external control—at the expense of institutional freedom.

## Should Gradations of Institutional Excellence be Published?

PAUL C. REINERT

The conference sponsored by the National Commission on Accrediting last summer on "Accrediting of Colleges and Universities in the Coming Decade" approved ten recommendations. The fourth of these reads:

Accrediting agencies should be invited to consider the possibility of establishing and publishing, or citing, degrees or gradations of institutional excellence within appropriate categories of institutions.

Note that the recommendation is an invitation to *consider the possibility* of qualitative accreditation of colleges, not necessarily an endorsement of this procedure. It would seem in keeping with this recommendation, therefore, to list some of the more obvious advantages and disadvantages of qualitative accreditation with a view to helping us arrive at a reasoned attitude on this obviously controversial question.



### *The Advantages of Qualitative Accreditation*

1) Accrediting agencies are moving from the original "police" function, with major concern for weaker institutions, to a role of serving as an instrument of institutional self-improvement. Such concern with quality might well be made effective by more careful evaluation of various institutions and programs within institutions and designating them as satisfactory, good, very good, and distinguished. It may be that only the use of such gradations of quality will demonstrate the future usefulness of accrediting agencies to the superior as well as to the average college.

2) The American public has become increasingly concerned with the importance and needs of higher education. Parents particularly have a right to detailed information about the kinds and quality of the programs offered by various colleges. Public information will become increasingly important as admission becomes more and more difficult for students. At present this type of information is available only through such unofficial and proprietary agencies as Lovejoy's list of colleges and universities. Moreover an increasing number of economic opportunists seem to be getting into the business of advising parents and prospective students about undergraduate programs. Surely this job could be more appropriately done by established, reputable agencies which have official relationships with approved institutions. But to do this, accrediting agencies would have to be in a position to give a more detailed evaluation of institutions than they are currently able to provide.

### *The Disadvantages of Qualitative Accreditation*

1) Past experience seems to be universally against this type of evaluation. The American Medical Association and other professional agencies have at various times published gradations among their accredited schools, e.g. some classified as "A" schools, others "B", etc. But the difficulties resultant were judged to outweigh any advantages. Namely, political maneuvering between institutions and the agency to secure the "A" rating, misunderstanding on the part of the public of the true meaning of the classifications, etc.

2) The difficulty of arriving at a satisfactory basis for ranking colleges seems insuperable. Even within the relatively homogeneous group of liberal arts colleges there are significant differences of purpose and clientele served.

For example, there are colleges that have garnered sufficient prestige or, for one reason or another, are sufficiently attractive to draw students of high average ability. Because they are a select group, these students at graduation will look good by almost any of the measures of achievement that have been devised. Other colleges may be serving a student body which is on the average much lower in academic ability, and such students at graduation will not compare favorably with the graduates of the more selective colleges. But

it may well be that some of the colleges with student bodies of lower average ability may have more vital and effective instructional programs than those serving the higher-level groups of students.

It is hard to say which kind of institution is the better institution. In the thinking of most people, the selective institution would be superior because of the higher level of performance of its graduates, but one could build an excellent case for superiority of the institution which admits students at a lower level of ability but does a better job with them. It's the old apple and oranges proposition again—the two are not really comparable.

And there are other kinds of differences among institutions which would make a ranking of institutions in terms of excellence difficult. For example, there is the institution with the very strong emphasis on academic achievement as compared with the institution which is more concerned with a total well-rounded development of the individual. There is the institution that concentrates its energies on the preparation of students for graduate and professional schools as compared with the one which, so far as the great majority of its students are concerned, is offering terminal programs.

3) Even if qualitative distinctions were feasible, to arrive at accurate evaluations any agency would have to increase its staff, sharpen its procedures and command much larger financial resources than are now available. This would almost certainly create added burdens for the participating institutions. Moreover, to secure the information and familiarity assumed in such comparative evaluations would require a type of inspection which might lead to excessive control of the institution from outside sources and stifle the institution that wishes to experiment and to depart from normal patterns. In short, it might put the accrediting agencies back into the "police" age of accrediting from which most of them are fortunately emerging.

#### *Another Approach*

There may be another approach to this problem of more adequate information for the public, which has greater promise than the idea of ranking on a qualitative basis. We should explore much more carefully the possibilities of having the accrediting association publish a description of each college, which would make clear the differences among institutions in objectives, programs, clientele served and the like, with every effort being made to avoid invidious statements of a qualitative sort which would be difficult to defend.

## Accrediting the Liberal Arts College

DEWEY B. STUIT

The accreditation of the liberal arts college represents a major activity of the regional accrediting agency. There are in this country approximately 800 liberal arts colleges which offer a four-year program of study. Most of these colleges are privately controlled and differ rather markedly in emphasis. Yet all profess to be liberal arts colleges and presumably have some aims and educational activities in common. We have, in other words, a fairly heterogeneous group of institutions which are classified as liberal arts colleges. It is quite apparent, therefore, that the accreditation of this single type of institution presents a problem of considerable complexity.

It is well understood by both educators and laymen that there is variation in the quality of institutions of higher education. The statement by Haggerty is worthy of note: "... Quality in an institution is not guaranteed by statements in a college catalogue, by declarations of a board of trustees, or by desirable ideals expressed in educational documents. It grows out of the efforts of a competent faculty to instruct and to guide serious-minded students, and it is conditioned by educational resources, such as the adequacy of the library, the character of the curriculum, the competence of the faculty, and the effectiveness of administration. In all these matters most American colleges and universities appear to be below the level of quality that is desirable for the adequate care and cultivation of youth. The truth of this statement is attested by practically every factual study of higher education that has been made in recent years. It is supported by the inadequate performance of college graduates in the practical affairs of life. The time would seem to be at hand for institutional self-examination in order that the quality of education may be elevated."

The accreditation of liberal arts colleges involves most if not all of the problems discussed in the summary report of the June 29-July 1, 1959 Conference on Issues in Accreditation sponsored by the National Commission on Accrediting. Two problems however stand out—namely, determining the minimum essentials of a liberal arts college and distinguishing between levels of excellence. If one were to establish a liberal arts college, one would have to plan on a minimum number of areas of instruction, a minimum size of faculty and student body and physical plant. What are these minimum essentials?

In the conference mentioned above, it was generally agreed that assistance in self-improvement was a legitimate and significant function of an accrediting agency. If this function is regarded as an important accrediting activity, then it follows that attempts should be made to designate levels of excellence in liberal arts education. How does one determine levels of excellence? How should assistance be given?

Although many questions may be raised about accrediting, very few would deny that evaluation of institutions is a necessary aspect of sound educational practice. We frequently ask our students to submit themselves to appraisal with the thought that it will lead to more effective learning and student development. The same reasoning would seem to apply to educational institutions themselves.

Granted the value and significance of institutional appraisal, on what dimensions or facets of quality should this appraisal take place? In the conference sponsored by the National Commission on Accrediting it was agreed that the major dimensions were as follows: objectives, curriculum, faculty, instruction, students, personnel service, institutional research and the library. Had it not been for the recognized problems of measurement, institutional tone or atmosphere would probably have been added to that list.

The eight facets or dimensions of institutional quality agreed upon at the conference are not new. They are essentially the same factors included in the North Central study of the 1930's and have been included in the list of factors to be studied by most teams representing various accrediting groups. In the case of the liberal arts college the study or measurement of objectives, curriculum, instruction and institutional tone would seem to be of special significance. It may be appropriate to consider briefly each of these four facets or dimensions of quality.

*Objectives.* One of the basic principles of regional accrediting agencies is that a college should be free to choose its own objectives. This is in keeping with our general philosophy of higher education, for we believe firmly in freedom of action on the part of the individual institution and diversity of instructional programs. At the same time there is also agreement that an institution should have a clear idea as to the goals it is seeking to achieve and how it plans to go about the task of realizing those goals.

Every liberal arts college is dedicated to the goal of intellectual development, including general and specialized education, and to the acquisition of those attributes of mind which will lay the foundation for continued learning. The cultural development of the student, the preparation for occupational life, as well as personal, physical, social and spiritual development, receive frequent mention in the goals of liberal arts education. One would expect to find variations in emphasis with respect to these goals among a large group of colleges; within reason, such variations in emphasis are legitimate and should be approved by accrediting agencies.

While individual differences in goals are to be expected, there are certain questions which can be asked about any set of goals. Those considered most relevant are briefly discussed in the summary report of the 1959 conference on accrediting. They are as follows:

- (a) Are our objectives appropriate for the student body and the community which we seek to serve?

- (b) Are our objectives stated with sufficient precision so that we know what student behaviors we are attempting to develop?
- (c) Did we use sound procedures in arriving at our objectives?
- (d) Are our objectives expressed clearly enough so that we can translate them into curricular offerings and other types of learning experiences?
- (e) To what extent are we concerned about our objectives? What evidence is there that we are concerned?

The question pertaining to appropriateness is especially pertinent because of a trend in recent years for the liberal arts college to become more and more professional in its emphasis. The studies of Earl J. McGrath document the degree to which this has taken place. Perhaps it is appropriate for the colleges themselves and the regional accrediting agencies to ask where the line should be drawn between a liberal arts college and a general vocational school which provides training for stenographers, occupational therapists, medical technologists and other similar professional or semi-professional personnel.

*Curriculum.* Since it is generally agreed that a college should have freedom in the choice of its objectives, it follows that it must also have freedom in the construction of its curriculum, or program of learning activities. Again the summary report of the Conference on Issues in Accreditation suggests certain questions which can be asked about the curriculum. All of these would seem to apply to the liberal arts college, but two or three points are deserving of special emphasis here.

First, since general education is a part of liberal education, one can well ask whether the purposes of general education are served by the curriculum of the institution. Second, the question may well be asked as to the balance between liberal and professional courses. Third, there is the problem of fragmentation of courses—the attempt to offer any and every course for which a felt need has been expressed. The liberal arts college does not aim to offer the specific types of instruction which characterize the professional school, but this does not in any way reduce the importance of critically appraising the curriculum.

*Instruction.* Teaching is the heart and center of a liberal arts college. The quality of the student's educational experience in the classroom and his contacts with his teachers determine to a very large degree what he will gain from his college experience. For this reason every liberal arts college should be deeply concerned about the quality of its teaching.

Unfortunately, few institutions can show by objective reports or records that they have thoroughly investigated the quality of their teaching and that they have taken steps to insure high quality. Most institutions of higher education fall short of the ideal on this particular dimension of quality.

Haggerty, in his volume on *The Educational Program*, states that "it is

the complexity and elusiveness of instruction that leads administrators and accrediting agencies to touch it so gingerly. . . . There is no lack of praise of good teaching, but discussion hardly gets beyond such commendation. It almost never defines or describes what good teaching is."

Techniques for measuring quality of teaching are described in the summary report, *Accrediting of Colleges and Universities in the Coming Decade*. They should be of special concern to the liberal arts college.

*Intellectual atmosphere or tone.* Although this was not adopted by the Conference on Issues in Accreditation as a major dimension of institutional quality, I should like to suggest that the tone or atmosphere of a campus has an important bearing on its educational success.

Over and above the quality of the faculty, the richness of the curriculum, the elegance of the physical facilities and even the effectiveness of teaching is a factor, or dimension, which for want of a better term one may call the intellectual climate prevailing on a particular campus. While there are few data to prove the existence of this dimension, most educators would probably agree that the intellectual tone of campuses does vary. The recent work of C. Robert Pace and George G. Stern at Syracuse and Donald L. Thistlewaite of the National Merit Scholarship Corporation lends support to the view that the climate which prevails on the campus has an important bearing on the quality of the institution's work.

Illustrative of the sort of questions which pertain to the intellectual climate of a campus are the following: (1) Do students, faculty and administration appear to place intellectual attainment at the top of their scale of value? (2) Are extracurricular and service activities given priority over academic attainments? (3) Do students and faculty feel that they have freedom to express themselves without fear of censorship? (4) Is the unorthodox point of view welcomed on the campus or is it only tolerated or even discouraged? (5) Is there much campus discussion about serious intellectual matters or fundamental issues facing our society?

Up to the present time no association of colleges or universities, nor any accrediting agency, has attempted seriously to assess this dimension of the quality of a total institution. It is also the sort of dimension which no one institution can very well study by itself alone. Any single college or university making a serious self-study may gain some insight into the intellectual tone of the campus, but it would be very easy to miss or overlook this quality unless one compared the situation prevailing on the local campus with that existing elsewhere.

Since it is generally recognized that the intellectual atmosphere varies from campus to campus and that this factor is important in its effects upon the work of the institution, it would seem that more systematic efforts should be made to collect and publish information about it in such a way that each college

or university could tell approximately where it stands in this respect. Samplings of faculty and student opinion, reports on the sorts of administrative control which are exercised, factors considered in the appointment and promotion of faculty members and similar types of data could be collected and then evaluated by a group of competent judges as to the position occupied by a particular institution on the scale of goodness or badness of intellectual climate prevailing on the campus. The one theme that higher education has long emphasized is that it must have freedom to pursue truth wherever it may lead. Perhaps it ought also to seek to evaluate this quality on particular college campuses to see if all aspire, in fact, to achieve this lofty goal.

*Need for a battery of tests measuring the outcomes of a liberal education.* In the summary report of the Conference on Issues in Accreditation mention is made of the fact that ratings, observations and inspections of records are the chief tools which have been used in institutional evaluation. It was recommended that these techniques be improved and that the results obtained be supported by objective data wherever possible.

In the North Central study of the 1930's consideration was given to the use of tests in the accreditation of institutions of higher education. After some deliberation the conclusion was then reached that testing had not achieved the point of development where use could be made of test batteries in institutional evaluation.

A quarter of a century has passed since the completion of the North Central Studies. During that time many advances have been made in the field of testing. It seems appropriate to ask, therefore, whether the time has not arrived when serious consideration should be given to the construction of a battery which would seek to measure the intellectual outcomes of a liberal education—the student's competence in the major areas of knowledge and his ability to use knowledge. The time has not yet come to consider seriously the inclusion of tests to measure changes in attitudes and appreciations—outcomes which are very frequently mentioned as being among the most important results of a liberal education. The battery should consist of a considerable range of tests, from which each institution would select those most appropriate for its type of program. For example, one institution might include a test on the fine arts, whereas another might prefer to give tests in both biological and physical science in preference to one in natural science only.

Once the test battery was completed it should be administered on a national basis to obtain norms for each test of the battery. After this administration, norms would be made available for many types of institutions, classified by regions, by denominational support or by type of control. Each institution would be free to compare itself with whatever group or institutions it wished. If it were so agreed, no institution would need to know the scores of any other institution—only its own in comparison with a particular group.



A major objection to achievement tests, raised by Haggerty, was that performance in such tests would be affected fully as much by student ability as by the quality of the college's curriculum and teaching. This is true, and for this reason all test scores in such a battery would have to be "corrected" for differences in level of student aptitudes. This could readily be done if a national scale of college student aptitudes were developed. Again, this could be accomplished by converting scores in the most frequently used tests of scholastic aptitude to a common, national scale as proposed in the summary report of the Conference on Issues in Accreditation. With scores on this common aptitude scale and in the achievement test battery, it would be possible to compare the performance of institutions, holding constant the factor of differences in student scholastic aptitude.

In this paper I have tried to discuss briefly some of the aspects of accreditation as it applies to the liberal arts college. Institutional evaluation is important for the improvement of higher education in this country. If through the process of accreditation the quality of education in this country can be improved, then the time and effort devoted to it will be fully justified.

## Challenge to the College for Women

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### Flexibility Is the Key

OPAL D. DAVID

Defining the challenge to women's colleges presents some of the difficulties encountered by those well-known blind men who tried to describe an elephant. It depends on which part is within reach. From where I stand, however, it seems that the main challenge in the immediate future and for some years beyond is posed by two circumstances: (1) the prospect of rapidly increasing enrolments in colleges and universities generally, and (2) the patterns of women's lives in modern society.

The assumption is frequently made that the oncoming tidal wave of young people intent on a college education—or at least on “going to college”—presages what one writer referred to recently as “the end of dear old Siwash.” The college for women shares with all the small liberal arts colleges the problem of how to expand without sacrificing traditional values of intellectual quality and attention to the individual student. It is vulnerable in very special ways to all of the residual doubts about the importance of educating women. As pressures increase and shortages loom in facilities and funds and teaching personnel, the composite family of the nation is all too likely to decide, like the individual family down the street, that if a choice must be made between sons and daughters, it is the sons who shall have first call on taxes and scholarships and personal contributions for the support of private colleges.

To the extent that the dilemma of the women's college is the same as that of other liberal arts colleges, answers must be sought in similar directions. Other discussions scheduled here during the next two days will, I am sure, be concerned with such topics as curriculum revision, increased use of technical aids, financing the private college, and regional cooperative arrangements. In exploring these and other possible solutions, the women's college is fortunate, I think, in having a “tradition” which favors experimentation. Perhaps, as one former faculty member of a woman's college said only half-facetiously to me recently, this is because “people don't *care* about the education of their daughters”; perhaps it is because the whole idea of educating women is still

regarded as an experimental undertaking. Whatever the reason, the circumstance places a particular obligation on the college for women to act with *more* imagination and *more* courage in the critical years ahead.

Where the problems result from doubts about the importance of educating women, the challenge is first of all to be certain that all of the resources presently available are being fully utilized—that scholarships for women are not going begging because they have not been brought to the attention of the students who could use them or because uninspired counseling has failed to interest students in applying; that “the case for women’s education” has been strongly and persistently presented to foundations and corporations and individuals from whom financial support might be obtained. It is difficult to believe that the paradoxical situation in which women control more and more of the country’s wealth but give less and less of it to women’s colleges cannot be changed.

In the final analysis, however, it seems likely that the success or failure of the college for women during the years ahead will depend on the manner in which it meets the other challenge which confronts it today—the urgent need to harmonize educational opportunities for women with the changing patterns of their lives.

It is not necessary here to belabor the reality of the character of these changing patterns. A simple recital of the key phrases will suffice. Early marriage, with the average period between leaving school and marrying reduced from eight to two years. The youngest child in school while the mother is still in her early thirties. The longer life expectation which presumes that the average woman will live 45 years beyond this point as compared with 29 years in 1890. The expectation that she will spend 25 years of her life in paid employment.

All of these have implications for the education of women generally which, for one reason or another, colleges and universities have been slow to recognize.

Mabel Newcomer, in her new book *A Century of Higher Education for American Women*, from which I am sure we shall all be quoting regularly, reminds us of the determined way in which we have sought to ensure that women’s education should be exactly like men’s education because this seemed to be the way to establish women’s *capacity* to be educated. I think it is Mabel Newcomer, too, who tells the story of the president of a college for women who was pointing out to the president of one of the leading men’s schools that the women’s program was equal in every respect to that offered the men, to which he responded: “And it serves them right, too!”

Surely the time is past when we must match programs—like pennies—to see who wins. Surely we can accept without embarrassment the fact that the life patterns of most women differ markedly from the life patterns of most

men and that this calls for something different in the way of education—not in subject-matter or in quality, but in *programming*.

The magic word, of course, is "flexibility."

Flexibility, first, through variety, so that the brilliant, career-minded girl and the girl whose aspirations (she *thinks*, at this stage of her life) are wholly home-centered and the girls who are headed in six different directions at once may all find their way to values that have meaning for them and spur them on to the top limits of their individual capacities.

This need for variety—the virtue of diversification in our system of education—is generally accepted intellectually, I think, but we still have a long way to go before it becomes an effective reality and an even longer way to go before we are prepared to express it in terms that high school seniors and their counselors can evaluate.

We need flexibility, too, in scheduling. One of the useful by-products of all the testing and measuring we have done to find out whether women's brains are as big as men's brains is the knowledge that girls generally mature at an earlier age than boys. Why not, then, anticipate the hazards of early marriage by allowing those girls who appear to be capable of intensive high-level work to telescope their high school and undergraduate programs? Why not "tease" them into a commitment to go on with graduate work through programs like one under consideration at the University of Minnesota, which would send them off at the end of four years with an uncompleted project that can be a continuing interest while the babies are taking their naps and that keeps them in touch with the school during this critical period? And why not, above all, be more hospitable to the "mature" woman who, with the most demanding years of child-bearing behind her and with a sense of perspective about her place in the world, wants to pick up where she left off or start out on a whole new career?

Implicit in many of these suggestions is the need for flexibility in another area—that of evaluating and recording achievement. This has been accomplished successfully at the high school level through widespread acceptance of the General Educational Development tests, but the young woman who marries before graduation and wants to complete her work at another institution in order to be with her husband is often deterred by the problems involved in meeting requirements which are not necessarily higher but are invariably "different" from those of the institution from which she came.

Miss Newcomer refers to the fact that "Institutions with high standards sometimes refuse to give credit for work done at an institution the quality of whose work they question. Yet these same institutions sometimes accept foreign students as provisional juniors simply because of the difficulties of measuring the quality of their earlier education. Such students are granted a degree on the completion of two years of work of the quality demanded for

the other students." "Is it out of the question," she asks pointedly, "to give this privilege to American women too?"

The older woman who wants to "come back" poses the same problem in an even more complicated form. In a technical field, her earlier training may have become obsolete, but she may have had experience or done reading since she left college which has put her well beyond a simple "refresher" type of program.

I know that serious and imaginative attention is being given to these and similar problems by many of you. I have mentioned a few of the ideas that are around, and I hope to hear more of them here. I know too that there is some thought in this group that the time is ripe for a rather large-scale study of the women's colleges of the country. If such a study were made, I would hope that it might focus attention on the need—and the logic—of some really fresh thinking on the subject of the education of women and bring together—for evaluation and for sharing—the best thinking and the results of the most promising experiments already directed to meeting the challenge we are discussing. The challenge is one that we should take up with particular zest.

## A Liberal Approach to Liberal Arts

J. RALPH MURRAY

As we enter this seventh decade of the twentieth century there may not be frontiers as defined by Frederick Jackson Turner but there certainly are more than ample challenges in the educational world to furnish frontiers for the most aspiring individual.

I should like to talk first about some basic assumptions of liberal education and secondly about some specific ideas which should, if used in imaginative ways, provide meaningful educational experiences in higher education for current generations of women students. I say "women" because their education is the concern of this particular session, though I am reasonably certain that most of the ideas would be just as relevant to students in every kind of institution.

The general goals of liberal education have not changed radically through the years in America. Originally colleges of liberal arts were closely associated with the processes of uplifting and building character, primarily as practiced by ministers of the gospel, because the original purpose was principally to prepare young people to enter the ministry.

The simple fact is that the liberal arts college in America started as a more or less vocational school with emphasis upon classics, moral philosophy and literature. Everyone is well aware of the additions made to the curriculum since the liberal arts college was first established. Suffice it to say that education which prepares the individual for living to learn in the highest, broadest

and best sense of the term should not be counted as foreign to any liberal arts college. The goals are still the development of personal and intellectual characteristics such as independence of mind, breadth of perspective, intellectual curiosity, humility and the ability to speak eloquently and to write at least readable prose and wherever possible to have all of these thoroughly undergirded with critical and analytical processes. Blanche Hinman Dow states it another way very adequately:

Whether the curriculum . . . be called general education, basic education or liberal arts, whether it be planned for women or men, or for both together, its hope and its promise lie in its three dimensions, its breadth and its depth and its height; breadth to establish a basis for understanding the enormous achievement of mankind, the superb heritage of the past, the possible reach of the future; depth to see comparisons, relationships, to discover meaning, to establish value; height to awaken the creative power, to stir the imagination, to give wings to thought and nobility to act.

These are the processes that have concerned us and will concern us in the indefinite future, but what has changed in liberal education are many of the approaches to the problems and many of the actions which reveal the pattern of our culture. Lewis Mumford in his book *In the Name of Sanity* nicely illustrates the look ahead:

The real world, in other words, is the world that art and religion have always known: a world of cosmic perspectives and personal depths, a world of values and purposes, of forms and meanings, created by life for its own furtherance and self-transcendence. On the new premises, we look for patterns and wholes, in both time and space, and are never content with knowledge based upon disconnected parts, observed in discontinuous strips of time; and therefore instead of merely breaking down the complex into the simple, attempting to understand the aggregate by the parts, we see the further necessity of understanding the parts by the whole, of judging the process by its consummation, of interpreting the universe itself in terms of its so-far-ultimate visible product: the human personality. On such scientific and philosophical foundations human life may again flourish, and the processes of integration may control those which otherwise are heading so rapidly toward disintegration—indeed toward an imminent and final catastrophe.

I should like to delineate a specific program which should furnish the opportunity for producing the results mentioned above.

A specific goal of colleges such as ours might well be cultural and intellectual literacy, where literacy is defined as a creative and imaginative knowingness about the major concerns of mankind—the concerns being, in descending order of importance, cultural, spiritual and social. Since the college generation does quite well with the last, most consideration should be given to the first two. If this literacy is to be developed, every course in the curriculum should

emphasize reading, writing and speaking, undergirded and permeated by critical and analytical evaluation.

The symbol of the four years of education would be somewhat different from that which most students hold. Currently the general education of the first two years could be represented in a pyramid by the broad base at the bottom, and the specialization in a given area, culminating at the end of the four years, represented by the apex of the triangle. At the end of this period a great many students believe—and many faculty act as if it is so—that everything is pointed to the apex: the moment the diplomas are handed to the students they thank God they are through with what they consider the drudgery of learning, and by and large most of them are.

The symbol for the process of acquiring the literacy that I just mentioned would be the same, but this pyramid would be inverted, with the apex at the bottom representing critical and analytical thinking. The forces produced from these processes would flow upward and outward through content and material—almost always primary sources—used by the instructor and the students in the practice of reading, writing and speaking. The symbol would represent ever-expanding processes and wisdom because the student would learn that in her four years she had acquired only the fundamental ideas, basic philosophies, processes and tools of the subject-matter areas of liberal education. She would have learned that throughout her life she must collect data, evaluate it, draw conclusions, distinguish when the conclusions indicate action and, when action is so indicated, take it.

In order for her to have the depth in breadth of experience that would produce these results, a student must have more time for her education and less compartmentalization. Both the professor and the student should base courses of action on more than one assumption. Every discussion and every paper should portray a minimum of two points of view. The additional time necessary to support such a process can be acquired in any number of ways. Certainly, fewer courses as such could be taken and less time could be spent in class in the remaining courses. In this program the students should learn that they get out of anything only what they put into it and that education is a do-it-yourself project. These two ideas are extremely old saws but ones which have not been thoroughly learned by the teaching profession and certainly not by the current generation of students.

Every freshman should be given the opportunity of having one independent study course. Despite the objection from professors that the students are not ready for this undertaking, they would be if the professors in America did not believe that their students could not and would not learn without the professor's being the source of most wisdom. I submit that many students at all levels in higher education would receive more meaningful experience with better net results if they were given good course outlines, mimeographed



copies of many lectures and suggestions for broad reading; attended a few lectures; had infrequent conferences with the professor; were asked to make a full accounting of their experience both in a paper and in an oral examination, —and thus were permitted, encouraged and even forced to share the responsibility for acquisition of their education.

Many people in higher education are agreed that students should have individual and group responsibility in student government, the social areas and choice of courses, but demand prescribed reactions, stereotyped methods and limited content in what they call the last stronghold of freedom, the classroom. Too often the freedom is in essence the maintenance of self-interest and mediocrity, whereas it should be the responsibility of examining all data, questioning every assumption and presenting all interpretations fairly.

Much of the compartmentalization could be eliminated if we could change the concepts of majors and minors, think in broader terms of areas of concentration and give the students greater opportunities to develop inter-divisional projects.

English Literature taught in the pattern described below illustrates the point. The concepts of the major and minor would be dropped and the material read would not be just English and American literature. Instead all literature would be taught according to the influences of one or more of four approaches:

- 1) Genre or type
- 2) Dominating figure
- 3) Culture complex
- 4) Critical and analytical

All courses would draw their primary sources from the literatures of the world, so that if one were studying the drama, the material might be drawn from Russia, India, France, Germany, Spain and other countries as well as from England and America.

If, for example, a student studying the drama were interested in *A Doll's House*, she could study it from the viewpoint of any of the four approaches, but in order that depth of the study go as far as possible, additional freedom should be given her in what would be counted as related courses in a concentration which might be as many as 48 semester hours—24 to 32 in a given area and 16 to 24 in related areas—but the related areas would be defined in a very special way. In the study of *A Doll's House*, where the main problems are psychological, sociological, feminist and economic, the student could choose courses in anthropology, sociology, psychology and economics, plus the usual related courses for English concentrators, so long as she could write a precise paragraph indicating why a given course would be beneficial in her studying this particular drama. This procedure not only broadens the con-

cept we have normally held of fields that should be related to English Literature but permits the student to make an entity of her education instead of a pile of isolated experiences.

By using the processes mentioned above of decreasing the number of courses taken by the student and of eliminating the amount of time spent in class, even in the remaining courses, the student would have an opportunity of moving in greater depth than has hitherto been possible in most instances. Through the variety of courses possible with the broad definition of related, the opportunity would be furnished the student for considerable breadth and depth in her education. Most important of all is the possibility of an integrated, meaningful, ingenious and demanding program. Sufficient flexibility is afforded for the best qualified students and faculty to pursue excellence to the limit of their capabilities and for all other students and faculty to pursue their interests in programs full of individual potentialities.

This plan is only one of the many possible. There is no panacea for the weaknesses of higher education but, by their very nature, the women's colleges have great opportunities for continuously searching for different and better ways of accomplishing our aims. Some of the fetters of professionalism and graduate-schoolitis are less confining for us than they are for other kinds of institutions. Because this is true and because fundamentally every institution of higher learning worth its salt should be experimenting to improve the "what" and "how" of education, we should be leading the field. Let us not be in the position of most of the graduate schools who are still maintaining the program borrowed from Germany in the latter half of the nineteenth century and are now about fifty to 75 years behind necessity and reality in both their thinking and their methods.

Let us forge ahead as if we really believe that education, though difficult, is an exciting adventure, and make it so.

## Commission on Academic Freedom and Tenure

THEODORE A. DISTLER

During the past year the Commission on Academic Freedom and Tenure has carried on the work started under the chairmanship of President Samuel Gould and taken over by President Walter Langsam. The chief work of the commission has been undertaken with the cooperation of the American Association of University Professors.

A special subcommittee of AAUP and the chairman of our commission, with the assistance of President Margaret Clapp, drafted a revision of the *Statement on Recruitment and Resignation of Faculty Members* which was approved by this commission on 12 January 1959 and presented to the Association last year for its information and approval in principle. This revision has gone through several changes as a result of its consideration by various interested groups.

One of the chief points at issue was the date before which faculty members should be notified of their rank and salary for the ensuing year. The original draft gave March 15 as the terminal date for notifying faculty members on probationary appointments. The draft now recommended by the commission for your adoption gives this date for notifying all faculty of their salary and rank for the next year. The revised draft, largely at the request of the State Universities Association, changes from April 15 to May 15 the date after which faculty members should not resign in order to accept other employment as of the end of that academic year. Finally, the revised draft has shifted from April 1 to May 1 the date after which a faculty member should not be offered an appointment by another institution.

The revised draft, which it is believed will be acceptable to the Council of AAUP, has been approved by the commission and is hereby presented to the Association of American Colleges for formal approval. The statement reads as follows:

### PROPOSED STATEMENT ON RECRUITMENT AND RESIGNATION OF FACULTY MEMBERS

Mobility of faculty members among colleges and universities is rightly recognized as desirable in American higher education. Yet the departure of

a faculty member always requires changes within his institution and may entail major adjustments on the part of his colleagues, the administration and students in his field. Ordinarily a temporary or permanent successor must be found and appointed to either his position or the position of a colleague who is promoted to replace him.

In a period of expansion of higher education, such as that already existing and promising to be even more intensified as a pattern for the coming years, adjustments are required more frequently as the number of positions and of transfers among institutions increases. These become more difficult than at other times, especially in the higher academic ranks. Clear standards of practice in the recruitment and in the resignations of members of existing faculties should contribute to an orderly interchange of personnel that will be in the interest of all.

The standards set forth below are recommended to administrations and faculties, in the belief that they are sound and should be generally followed. They are predicated on the assumption that proper provision has been made by employing institutions for timely notice to probationary faculty members and those on term appointments, with respect to their subsequent status. In addition to observing applicable requirements for notice of termination to probationary faculty members, institutions should make provision for notice to all faculty members not later than March 15 of each year of their status the following fall, including rank and (unless unavoidable budget procedures beyond the institution forbid) prospective salary.

1) Negotiations looking to the possible appointment for the following fall of persons who are already faculty members of other institutions, in active service or on leave-of-absence and not on terminal appointment, should be begun and completed as early as possible in the academic year. It is desirable that, when feasible, the faculty member who has been approached with regard to another position inform the appropriate officers of his institution when such negotiations are in progress. The conclusion of a binding agreement for the faculty member to accept an appointment elsewhere should always be followed by prompt notice to his institution.

2) A faculty member should not resign, in order to accept other employment as of the end of the academic year, later than May 15 or thirty days after receiving notification of the terms of his continued employment the following year, whichever date occurs later. It is recognized, however, that this obligation will be in effect only if institutions generally observe the time factor set forth in the following paragraph for new offers. It is also recognized that emergencies will occur. In such an emergency the faculty member may ask the appropriate officials of his institution to waive this requirement; but he should conform to their decision.

3) To permit a faculty member to give due consideration and timely notice

to his institution in the circumstances defined in paragraph 1 of these standards, an offer of appointment for the following fall at another institution should not be made after May 1. The offer should be a "firm" one, not subject to contingencies.

4) Institutions deprived of the services of faculty members too late in the academic year to permit their replacement by securing the members of other faculties in conformity to these standards, and institutions otherwise prevented from taking timely action to recruit from other faculties, should accept the necessity of making temporary arrangements or obtaining personnel from other sources, including new entrants to the academic profession and faculty personnel who have retired.

5) Except by agreement with his institution, a faculty member should not leave or be solicited to leave his position during an academic year for which he holds an appointment.

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The commission also has before it for future consideration a statement by the American Civil Liberties Union about the effect of contract research on universities and colleges. The statement relates to such matters as the effect of the application of government security procedures on the personal rights of faculty members on campuses where classified research is conducted. Since colleges and universities are at liberty to refuse government contracts involving classified material, as Harvard University and Haverford College have done, and since only a relatively small number of our member colleges are involved in contract research programs, it is not at all clear that the commission will wish to adopt this statement.

The commission will also be considering in the next year two other matters: 1) The preparation of a statement of policy with regard to the invitation of controversial speakers to college campuses; 2) the possible redrafting, with the assistance of AAUP, of the 1940 joint statement on academic freedom.

## Commission on the Arts

DANIEL Z. GIBSON

The year just ended has been one of considerable progress. In January all financial records connected with the Arts Program were transferred from Washington to the offices in New York City, thus contributing to greater efficiency in the operation of the program.

In June the offices of the Arts Program were moved to larger quarters at 200 West 57th Street. Added space, better lighting, and air-conditioning have resulted in improved working conditions for the staff.

In addition to its long-standing schedule of campus visitors, the Arts Program is continuing to administer several special projects. One of the most significant is the Danforth Visiting Lecturers. For the current academic year a total of 99 campus visits by eight distinguished scholars from this country and abroad has been planned. The project will be continued in 1960-61, with a total operational grant of \$10,000 from the Danforth Foundation.

A cooperative project with the Elizabeth Sprague Coolidge Foundation in the Library of Congress—regrettably limited geographically—is also being continued. Three or four outstanding string ensembles are being offered to colleges in Alabama, Louisiana and Mississippi. In this effort to promote an appreciation of chamber music, the Foundation provides a subvention of \$8,000, which reduces by at least one half the normal cost of these ensembles to the colleges.

The Culpeper Foundation expressed its confidence in and satisfaction with the Arts Program by renewing its annual operational grant and increasing it from \$5,000 to \$6,000.

The value of this financial assistance is reflected in the increased activities over the past three years. The number of engagements has increased from 169 in 1957 to a total of 282 in 1959.

As a new project in 1960-61, the Ellen Lyman Cabot Trust will provide a nonrenewable grant of \$2,500 to underwrite part of the cost to colleges for recitals and workshops by Roland Hayes, the distinguished tenor and exponent of lieder as an art form.

A special meeting of the Commission on the Arts was held on 17 June 1959 in the headquarters of the Association in Washington, to discuss ways and means of raising additional income for operating expenses in order to compensate for the proposed discontinuance of the annual appropriation of \$5,000 by

the Association at the end of 1959. After considerable discussion the members agreed that an increase in fees and in the commission charged by the Arts Program is justified. It was pointed out that our charges are only one third to one half of the amounts paid by the colleges to commercial agencies for similar events. In conclusion the chairman of the commission and the director of the Arts Program were directed to present to the annual meeting of the commission in January 1960 a specific recommendation for an increase in the fee structure.

Since the educational implications of the program are obvious, members of the commission resolved that every effort should be made to secure additional foundation aid so that our work may be further developed and extended. In this endeavor the leadership in the Association of American Colleges bears a primary responsibility. The following motion was carried unanimously:

The Commission on the Arts wishes to go on record as being firmly in favor of the Arts Program and its continuation. In view of the 23 years of successful experience, and the continued expansion of the program, we deem it essential that the work go on.

This report would be defective indeed unless it paid tribute to the able and devoted work of Miss Norwood Baker and her staff in New York. The knowledge, skill and tact involved in successfully arranging for 282 campus visits in one twelvemonth are not easy to comprehend. The Commission on the Arts can but express its admiration and gratitude on behalf of the Association to Miss Baker and her colleagues.



# Commission on Christian Higher Education

HUGH E. DUNN

During the past year the Commission on Christian Higher Education has been working to formulate a strong positive statement concerning the spiritual mission of Christian colleges. In 1957 the commission published a Statement on Christian Higher Education. Commission members feel that the 1957 statement is an excellent start, but only a start.

At a meeting held in Washington on 19 October 1959, members of the commission decided that their work could best be advanced by the consideration of two topics:

- a. The relationship of the Christian faith to the whole task of higher education;
- b. The promotion of larger inter-faith understanding and cooperation in the educational task between Protestants and Catholics.

The initial discussion at this meeting prompted the decision to make a humble beginning by allowing commission members the chance to discuss with each other the many questions in their minds about the philosophies of education held by the two major groups. It was further decided that the meeting of the commission during the annual meeting should be given over to a presentation by President Quillian of the Protestant philosophy of education and by President Dunn of the Catholic philosophy of education.

The commission also undertook to arrange for the annual meeting, a panel discussion, on the theme "The Validity of the Religious Tradition in Higher Education Today."

The commission members plan to continue their discussion on philosophies of education. It is hoped that representatives of the major faiths can be induced to provide the commission with refined statements on the spiritual mission of Christian colleges.

The Commission is happy to report its sponsorship of the Annual Conference of Church-Related Colleges in the South, held at Louisville, Kentucky, on 1 December 1959.

Officers of the commission elected for the coming year are:

*Chairman:* President William F. Quillian, Jr.; *Vice Chairman:* President Hugh E. Dunn; *Secretary-Treasurer:* Guy E. Snively.

## Commission on College Finance

CARTER DAVIDSON

This commission is newly established, having been created last year as a continuation and enlargement of function of the former Commission on Colleges and Industry, which was so effectively chaired for most of its life by Dr. Frank Sparks. During the five years before 1959, the main activity of the Commission on Colleges and Industry was the encouragement of the state association or foundation movement for securing gifts to independent colleges from American business. The success of this venture is proved by the fact that in 1959 gifts from business through the state association movement rose another million dollars to a total of almost \$9,000,000, and a twelve-year total of over \$40,000,000.

The Ohio Foundation receives the garland for 1959 for having gone over the \$1,000,000 mark with gifts from over 1200 corporations. Four other states—Indiana, Illinois, Pennsylvania and Virginia—went over \$500,000 each.

Your new commission has shepherded this activity during 1959 and, at your request, has made it a completely separate and autonomous organization, Independent College Funds of America, with headquarters in New York City, directed by Dr. Gerald P. Burns and Mrs. Phyllis Michelfelder, and with its own board of trustees, chaired during the past year by President Terry Wickham of Heidelberg College and for the coming year by President Willis Tate of Southern Methodist University. They are well launched, no longer need our official sponsorship, and are now bidden Godspeed by your commission.

The commission is therefore freed to devote itself to areas of financial concern for the entire membership of the association, public and private. At our organization meeting of 16 March 1959, we decided to undertake three main projects.

First, we undertook a joint study with representatives of the state universities and the land-grant colleges of tuition charges in public and private institutions, and the relationships of one to the other. We were aided in this study by a privately-called conference held at Princeton in April, for which a working-paper was prepared by Mr. Ernest Stewart of the American Alumni Council. On October 5 and 6 we sponsored a conference of the three associations in Washington, D. C.; they were represented by their executive directors and by the presidents of Washington State University, Miami Uni-

versity, the University of New Hampshire, Centre College, Grinnell College and Union College. From this two-day working session emerged a statement which has since been adopted unanimously by the governing boards of the American Association of Land-Grant Colleges and State Universities, the State Universities Association and the Association of American Colleges. This statement has been sent to all members of our Association within the past two weeks, and has been released to the press under the title "Freedom and Diversity: the Opportunity and Responsibility for Financing Higher Education."

In brief, the statement asserts that:

- 1) the responsibility for providing opportunity for higher education for all persons capable of benefiting from it is shared by all institutions of both private and public sponsorship and governance;
- 2) although the central dynamic of a college may remain essentially public or private, the characteristics of American institutions run the gamut from one extreme to the other, with every possible variety of shading;
- 3) in the increasing financial support of these colleges and universities, no source of funds can be or should be denied to a particular type of institution where appropriate needs and arrangements occur; student fees, philanthropy, tax funds and service charges will be needed by public and private institutions in increasing amounts;
- 4) in the process of financing, the college or university must maintain its autonomy and freedom.

We hope to secure a grant from a philanthropic foundation for a follow-up on the foregoing statement in a two- or three-day conference of perhaps fifty colleges, half of them primarily public, half private, to discuss ways of using statesmanship in the setting of tuition fees.

As our second main project, we shall seek a grant to set up a program of "operations research" on the campuses of a number of member institutions in order that we may develop the tools and projective techniques for dynamic programing for better decision-making in these and other colleges.

During World War II operations research became a very important activity to guide military decisions, and in the fifteen years since the war it has been accepted as an extremely helpful method for asking the right questions in business and industry. This will be a new, experimental approach to such problems of higher education as: What is the relation between size and efficiency? What are the implications of increases of size or of program? What side-effects will a given decision have over the next ten or twenty years? This fascinating field we shall try to explore if we can secure an adequate foundation grant.

Third, we plan the preparation and publication of a brief workbook of cost

accounting for the small college, put into words of one syllable so that it can be understood by college presidents. The Association of College and University Business Officers may be interested in joining us in this enterprise, for which a modest foundation grant must be sought.

Finally I wish to report that, as your representative, I attended a conference held on November 9-10 at Purdue University on the subject of faculty load. The conference, heavily attended by directors of institutional research, spent much time arguing whether it is possible to measure faculty load equitably, but agreed that some standard measurements are desirable, even essential. One stimulating suggestion made by a professor of sociology was that, to allow the faculty member professional freedom equal to that of the physician or dentist or lawyer to determine how long he will work, to provide a method for improving incomes of faculty and to help meet the growing demand for teaching time, faculty teaching salaries should be paid on the basis of actual classroom or laboratory teaching time, from perhaps a minimum of \$5 an hour for a laboratory-assistant instructor up to a splendid \$100 an hour for the distinguished full professor. Research time and administrative time for department chairmen would be paid for separately.

This suggestion may produce as much discussion during 1960 as has been created during 1959 by the publication of Beardsley Ruml and Donald Morrison's *Memo to a College Trustee* or the more recent volume published by McGraw-Hill, *Financing Higher Education 1960-70*.

## Commission on Faculty and Staff Benefits

MARK H. INGRAHAM

Last year except for a statistical record of the Retired Professors Registry the report of this commission was as follows:

During the past year the Commission on Faculty and Staff Benefits has been less active than during any year for some while. It now plans to try to secure funds for a careful study of "fringe benefits" other than those cared for by insurance, annuities, etc. These latter are being studied by TIAA which plans soon to publish a book on the subject.

In 1959 real progress was made with these plans. TIAA agreed to co-sponsor the study and also, subject to securing a grant adequate to cover the salaries of the director and his staff, conference-travel and publication expenses and certain other out-of-pocket costs, agreed to house the study both physically and administratively, to provide research facilities and to co-operate in other ways. This insures an effective approach to the subject.

Last fall a book by Greenough and King on *Retirement and Insurance Plans in American Colleges* was published by Columbia University Press. The proposed study should result in a companion volume to this excellent work. The new volume should contain information, institution by institution, on the various benefits available to faculties, as well as case studies of some successful methods of providing the more important types of benefits.

Although as yet no foundation has been approached, your Board of Directors has authorized the seeking of funds to provide for the tentative budget which has been approved by the commission. We believe that with the joint sponsorship of TIAA and this Association we are in a good position to seek such a grant.

It is planned that the study will be in charge of a director devoting full time to it for perhaps a year and a half. He will have clerical assistance and will work with the research staff of TIAA. There will be an advisory committee to aid in the initiation of a plan, to be consulted as needed throughout the study and perhaps to lay before this commission certain conclusions at the completion of the work. The committee should also help in securing the cooperation of institutions in furnishing information.

A good restaurant will have a menu of many courses and special entries within each course. No appetite is sufficient to eat the full array and individuals will be allergic to certain dishes. Some specialties of the house will be so delicious you will wish the recipe. So with faculty benefits. The list afforded in the country is amazing. No college provides or should provide all of these and some would be entirely inappropriate for certain institutions. From hors d'œuvre to nuts, or from golfing privileges to terminal leaves before retirement, one's ability to make decisions is challenged. Moreover the menu should not be studied mainly by candlelight. The bill of fare includes such major items as housing benefits, leaves of absence, loans, children's education, social and recreational privileges for both the faculty member and his family, as well as for survivors, and a host of other items.

Recording of the benefits now offered will not be easy for the staff of the study, or even for the individual institution. It will however afford each institution an opportunity to summarize and to assess its present program. We bespeak your help in furnishing information promptly when called upon. We also bespeak your patience. But of the two the help is more important.

# Commission on International Understanding

CLEMENS M. GRANSKOU

The Commission on International Understanding has had two formal meetings since the annual meeting of the Association of American Colleges in Kansas City—one in Washington, D.C., 29 October 1959, the other in Boston, 12 January 1960.

The commission reviewed the action taken with regard to educational exchanges with "iron curtain" countries. The response to the questionnaire circulated to member colleges was overwhelmingly in favor of receiving students from such countries as U.S.S.R., Poland, Hungary and Yugoslavia. Not only do these colleges stand ready to receive suitable students, but many of them are willing to aid such students financially, in the desire to promote international good will and understanding. It is clear that the institutions of higher learning of this country are prepared to cooperate in any program directed toward the strengthening of mutual understanding between peoples.

In view of the special problems involved in such educational exchanges it was deemed inadvisable for the Association or its member colleges to make any direct approach to educational institutions or ministries of the countries in question. Any exchange arrangements must be negotiated through the official channels prescribed by international agreements such as the cultural agreement of January 1958 between the U.S.A. and the U.S.S.R. The Association of American Colleges, through its Executive Director, Dr. Theodore A. Distler, has brought to the attention of the U.S. Government the attitude of member colleges as indicated by their response to the questionnaire of June 1958. Any further action must await the various commitments of "iron curtain" countries affecting the imports and exports of students to the U.S.A.

There has long been a need to give guidance and a sense of direction to the thousands of college students who go abroad every year in their search for first-hand knowledge of European civilization. The commission endorsed the preparations made by an organizing and planning committee representing the Association of American Colleges, the Council on Student Travel, the Experiment in International Living and the Institute of International Education, with the aid of the Ford Foundation, for a conference of American and foreign educators on overseas study programs.



A special conference to explore the assets and liabilities of academic programs abroad will be held at Mount Holyoke College, 14-16 January 1960. It is hoped that some tangible accomplishments will emerge out of this preliminary conference such as:

- 1) Concise statements of the educational values and risks of overseas academic programs;
- 2) A listing of the specific problems faced by the sponsoring institution and the sources from which help is available;
- 3) Suggestions for improvement in the diffuse effort which currently characterizes American education abroad;
- 4) Policy guide lines to enable academic programs overseas to contribute to the increased international understanding which is the common goal of higher education, not only in the United States but in the host nations.

These four specifics will be consolidated in a conference report, which is expected to become the raw material for a larger meeting planned for next October. To this second conference will be invited representatives from all institutions of higher education with either experience or interest in academic programs overseas. At that conference, following the guide lines laid down at the Mount Holyoke meeting, it is hoped that considerable progress can be made toward the goal of making foreign educational experience an intelligently planned and carefully evaluated feature of American higher education.

Since 1955 the United States Information Agency has been assisting colleges and universities in the United States in establishing affiliations with counterpart institutions in foreign countries. By July 1959 the number of these relationships was more than 30, reaching into the Far East, Near East, Europe and Latin America. Reports from participating universities point out that these efforts at "greater understanding among nations, on a people-to-people as well as a government-to-government basis" have grown steadily more valuable and meaningful with time.

Recent annual meetings of the Association of American Colleges have reaffirmed the belief—endorsed by President Eisenhower—that the "freest possible exchange of knowledge and ideas among the scholars and peoples of the world is essential both to the welfare of our nation and to the international understanding without which there can be no lasting peace."

This year more than 47,000 students from abroad are attending American universities and colleges. Concern has been expressed in many quarters over insufficient evaluation of these scattered educational exchange programs. Are they accomplishing what they set out to achieve? Are the students from abroad getting a better understanding of the American way of life? Or are they returning to their native countries more confused and frustrated than

ever before? Subject to the approval of the Board of Directors, the commission hopes to make a study of sufficient scope to evaluate the attitudes of students from abroad who have participated in exchange programs. Such surveys should include "alumni" of such programs as well as students now in residence in American institutions of higher learning. The study will involve issues of public policy as well as difficult problems of methodology. Its purpose is to develop helpful suggestions relative to present programs and to discover the long-range effects of intercultural exchanges.

Recognizing that international understanding is imperative for the attainment of educational goals that have lasting value for mankind, and that education may play a decisive role in the advancement of international understanding, the Association of American Colleges created the Commission on International Understanding to bring the influence of the Association through its member institutions to bear upon international educational attitudes, planning and programs.

As an arm of the Association of American Colleges the commission proposes to carry out the role of extending and advancing world understanding, good will and service by delineating for itself four main functions:

- 1) Continuing and expanding its activities as the liaison agency of the Association of American Colleges with other organizations that promote international understanding;
- 2) Coordinating all international projects and programs within the Association;
- 3) Becoming an organ for disseminating international information;
- 4) Taking action which will serve to influence thinking on international educational issues and relations.

In examining the future task of the commission, ways and means are being explored to implement these main functions in order that the international concerns of the Association of American Colleges may be served in a more effective and concrete approach to the various plans and programs of international interest.

## Commission on Legislation

HURST R. ANDERSON

From our point of view, the first session of the 86th Congress of the United States offered a marked contrast with the preceding session. It was no doubt to be expected that a lull in congressional concern with the problems of higher education would follow the burst of activity that culminated in the passage of the National Defense Education Act of 1958. In addition, the usual tension between an administration of one party and a congressional majority of the other took a form particularly unfavorable to causes with which our Association is concerned. But whatever the reasons, the session was something less than a triumph for higher education.

Your commission held three meetings during the year, and four of its members, plus one member president who is not on the commission, gave testimony on behalf of the Association before congressional committees, but it is doubtful if the results achieved were proportionate to the effort involved.

In the annual struggle over appropriations for the international educational exchange program of the State Department, we were successful at least in persuading the House of Representatives as well as the Senate to receive testimony in favor of a more generous appropriation. The hearing we had from the House, however, was far from sympathetic and seems to have had little or no effect on the ultimate outcome. The sum of \$23,210,000 finally appropriated for the fiscal year 1959-60 was slightly less than what the Administration asked for and substantially the same as the appropriation for 1958-59. Its adequacy may be judged by recalling that, as long ago as 1957, the United States Advisory Commission on Educational Exchange recommended an appropriation of \$35,000,000.

But, as we pointed out in our last report, the actual sum appropriated is less important than its implications. Our witness before the Senate was flatly told that, however highly senators might value the program, they saw no point in fighting for larger appropriations so long as neither the House nor the Administration were interested. The House Appropriations Committee has a consistent record of unfriendliness towards this program, but the public attitude of the Administration was presumably expressed by President Eisenhower when he spoke of international educational exchange as "one of

the most promising gateways for reaching our most sought-after goal—a just and lasting peace.” The trouble is that this attitude is scarcely reflected in the Administration’s budgetary requests. In these circumstances we believe that, as a spokesman for higher education, this Association has a right and a duty, in the public interest, to call on the Administration to suit its actions to its words. We have submitted a resolution in this sense.

As we reported to you a year ago, the failure of legislation designed to exempt from tariffs scientific apparatus imported by educational institutions left the Florence Agreement as our only apparent hope of getting rid of such restrictions on the free flow of educational material. In broad outline, this agreement, which was first proposed by UNESCO in 1948 and subsequently adhered to by 31 countries, requires signatory governments to grant duty-free entry, on a reciprocal basis, to books, documents, films, works of art and so forth, and to scientific apparatus when imported for educational purposes. It was signed on behalf of the United States in June 1959. Before it comes into force for this country, however, the agreement must be ratified by the Senate, and legislation to give effect to its provisions must be passed by both houses of Congress. We are proposing a resolution urging the Congress to take the necessary action, but as strong opposition may be expected from certain business interests, success cannot be taken for granted. We hope, therefore, that every member president will not only give all possible support to the National Committee for the Florence Agreement, which has been created to lead the fight for ratification, but will also make suitable representations to his own congressmen.

The Annual Meeting of 1959 adopted a report of the Commission on Academic Freedom and Tenure highly critical of the so-called “disclaimer affidavit,” required by Section 1001(f) of the National Defense Education Act of 1958, and at the same time called for a poll of the entire membership of the Association to determine the sentiments of members on both the disclaimer affidavit and the loyalty oath required by the same section of the Act. The results of the poll were to be transmitted to this commission for appropriate action.

In the subsequent poll, ballots were returned by nearly two thirds of the membership. Of those voting, a large majority declared themselves opposed to the disclaimer affidavit, but opinions were almost equally divided on the loyalty oath. In the light of these results the commission agreed that it could take no position on the loyalty oath but had a clear mandate to call for abolition of the disclaimer affidavit. We gave testimony in this sense when a subcommittee of the Labor and Public Welfare Committee of the Senate held hearings on a bill to repeal Section 1001(f) in its entirety. A similar stand was taken by most of the educational witnesses, and we understand that it is

now the official position of all the associations representative of higher education that the loyalty oath should be left alone and the disclaimer affidavit abolished.

The bill in question was favorably reported in its original form by the Labor and Public Welfare Committee, but when it came to the Senate floor a lengthy and confused debate ended with the adoption of a motion to recommit the bill. There the matter rested when the session was adjourned. We submit that it cannot be left to rest indefinitely, if only because the law as it stands places educational administrators in the moral dilemma of having either to acquiesce in a procedure repugnant to their conscience or to deprive their students of aid that would otherwise be available to them.

We can assure our friends in the Congress of the support of the Association for a renewed effort to secure the necessary amendment of the Act of 1958, but we do not delude ourselves that this will be easy to achieve. Where loyalty and patriotism are—rightly or wrongly—supposed to be involved, reason tends to be supplanted by emotion, and misunderstanding is to be expected. The commission believes that educators will be guilty of a grave dereliction of duty if they allow themselves to be intimidated by popular antagonism, but we should commit an error of tactics if we did not take due account of it. We therefore urge our colleagues, with all the earnestness at our command, not to rely solely on solemn resolutions and formal testimony but to shoulder individually the responsibility for making the position of the academic community—especially on the difference between the oath and the affidavit—clear to their congressmen and the public at large.

The reasons for our position, in their historical context, are set out with force and clarity in an article by the President of Yale, which appeared in the *New York Times Magazine* of 20 December 1959.

Another provision of the National Defense Education Act that was debated at Kansas City was the section entitling a student who receives a loan under the Act to partial forgiveness of his liability if he becomes a teacher in a public school but not if he becomes a teacher in a privately controlled school or an institution of higher education. You may remember that a resolution calling for the removal of such discrimination was discussed by the Annual Meeting and referred to the Board of Directors for further consideration. The Board subsequently decided that on this question too the membership should be polled and the result transmitted to our commission for appropriate action.

The poll showed an overwhelming majority in favor of amending the Act of 1958. The commission accordingly informed the Secretary of Health, Education and Welfare, and the chairmen of the appropriate congressional committees, that this was the sentiment of the Association of American Colleges and that we stood ready to give testimony in that sense. As it turned

out, no amending legislation was introduced, but we hope that the Congress will take action as soon as possible.

The college housing loan program did not fare so badly, on the short view, in 1959 as the year before, but our forebodings of a major assault on the program proved to be amply justified. The Administration made good its promise to ask for an addition of \$200 million to the loan fund to overtake the arrears of applications that had accumulated since the failure of the House of Representatives to enact the Housing Bill of 1958. At the same time, however, the President and his advisers made it abundantly clear that, with this authorization, they intended to bring the program to an end. In its place they proposed a system of federal guarantees and outright grants in support of private loans for both dormitories and academic buildings.

By the time the Administration's proposals had been embodied in congressional bills, the Congress had already made considerable progress with an omnibus Housing Bill, which provided for continuing the dormitory loan program in its present form and extending precisely similar provisions to academic buildings. The Congress chose to ignore the Administration bills and to proceed with its own bill, which had been supported by the unanimous testimony of the educational associations. In the outcome, as you may remember, three successive bills were passed in order to escape the veto which the President twice imposed, on grounds that included a strong objection to federal loans for academic buildings. The third bill, which the President was finally persuaded to sign, dropped academic buildings and merely authorized an addition of \$250 million to the dormitory loan fund, to cover the whole period from September 1958 until whatever date in 1960 further legislation might be enacted. Needless to say, the fund is already exhausted, and this year there is no authority for new applications to be processed up to the point of approval pending an additional authorization.

This state of affairs, of course, reflects the Administration's constantly reiterated intention of ending the dormitory loan program and pressing for enactment of its own substitute proposals.

So far as academic buildings are concerned, a system of federal grants in support of private loans is not necessarily unacceptable, since the private market is the only available source of loans for such purposes at the present time. Out of gratitude to our congressional friends, who have stood by the colleges through thick and thin, and in the absence of any alternative proposals when we were called upon to testify, we gave our support to the provision of federal loans on the dormitory pattern. But we were not unaware that, from the viewpoint of both borrower and lender, such loans would raise problems that do not arise with loans for income-producing buildings. We were careful, therefore, never to commit this Association to the position that federal loans are the only acceptable form, or even the best possible form,

of assistance for academic buildings. We might have agreed to an alternative approximating to the Administration's proposal if they had shown any sign of willingness to differentiate between academic buildings and dormitories. Instead, they have been unyielding in their insistence that any discussion must begin with the assumption that the dormitory loan program is to be abolished.

Toward that proposition, your commission felt that it had a clear mandate to be equally unyielding. This is not a case of choosing between hypothetical and debatable alternatives in a new area of federal assistance but of continuing or discontinuing an all but universally accepted program of proved efficacy. The faith of the vast majority of our colleges and universities in the dormitory loan program is demonstrated, not only by their public statements over a period of seven years, but by such simple facts as that nearly two thirds of the members of this Association have received or applied for loans under the program. The Administration has made persistent efforts to prove that the colleges would be financially better off with private loans plus federal grants than they are under the present system, but no convincing argument has ever been produced that the change is desirable in the interests of higher education—let alone that the colleges desire it.

If we have correctly interpreted the sentiments of our colleagues, we would strongly recommend adoption of the resolution which will be laid before you, first reaffirming the historic position of the Association on the dormitory loan program and then expressing our willingness to cooperate in working out the most suitable form of federal assistance for academic buildings.

The other major preoccupation of the commission during the past session, as in the previous year, was taxation.

The Student Aid Plan, for tax credits in aid of personal expenditures for higher education, made no progress on Capitol Hill. Indeed, as we suggested a year ago, its chances of enactment seem increasingly dim.

Subject to your approval, we propose to join other organizations in supporting a bill that was introduced into Congress in the last session to abrogate the rule that charitable bequests are ineligible for exemption from inheritance tax if any condition is attached, such as that the beneficiary must raise a matching sum of money from other sources.

Most member presidents must at least have heard of the bills embodying the proposal for tax credits in respect of voluntary contributions to institutions of higher education. With the declared aim of correcting inequities among private taxpayers under the present system of deductions from taxable income, these bills would enable both private individuals and corporations to claim tax credits on a substantial scale for their contributions to higher education, but not to any other charitable cause. The proponents have made a nationwide appeal for the support of college and university presidents



on the ground that the change would attract a greatly increased volume of voluntary support. Since, for obvious reasons, no such possibility can be lightly dismissed, the Board of Directors asked the commission to give special consideration to the bills in question, and in fact we debated them at length in two successive meetings. In the light of the evidence available to us, we concluded that the issues of public policy involved were so serious that the Association would be lacking in statesmanship if it gave its support to the bills for the sake of what is at best a somewhat problematic advantage for its members. Our recommendation that the Association take no position on the bills was subsequently confirmed by the Board of Directors.

By way of background for this action, we need only recall that our Executive Director, among others, has repeatedly emphasized that if colleges and universities are to do a good job in the coming years they will need greatly increased support from both public and private sources. It would scarcely show sober recognition of this need if we were to advocate depriving the United States Treasury of an appreciable fraction of its tax revenues in the mere hope that some part of the taxpayer's savings would be passed on in voluntary contributions to higher education. On the contrary, as a joint committee of this Association, the State Universities Association and the American Association of Land-Grant Colleges and State Universities pointed out in a recent report, "Americans cannot have an adequate system of higher education without increases in state and federal taxation," as well as increases in private philanthropy.

A year ago this commission made a plea for concerted efforts to hammer out a public policy for higher education. It goes without saying that such a policy must comprehend substantial agreement on how the costs are to be met.

## Commission on Liberal Education

BYRON K. TRIPPET

Your Commission on Liberal Education continues to regard the program of intellectual life conferences, begun in 1956 at Pugwash, Nova Scotia, as one of the Association's most important activities.

In the summer of 1959 three more conferences were held for college presidents and their wives, and one more conference for college deans and their wives. The experience of these four conferences demonstrated again the beneficial, recreative consequences of providing college administrators with an opportunity to escape from the practical demands of their offices and to read and discuss together important books which have relevance to the historic aims of liberal education.

The commission again wishes to record its appreciation and that of the Association for the financial support extended to this program by the Fund for the Advancement of Education. It also records its gratitude to Mr. Cyrus Eaton and his staff, who again provided without charge facilities and food at Pugwash for two conference groups. Without this support it is highly unlikely that the intellectual life conference program could have been maintained. Certainly it would have had to be much more limited.

Some 150 college presidents and 50 deans have now enjoyed the intellectual life program. A number of these have been influenced by their experience to set in motion on their respective campuses variations of the conference idea for members of their faculties. Almost without exception the participants have testified to a continuing influence on their own reading habits. Many of them have expressed the desire to put together at their own expense "alumni" reunions for further group discussions.

The commission plans to continue this program in the summer of 1960 but will ask participating institutions to bear an increased portion of the conference expenses, probably in the form of travel costs, in order to test the possibility of carrying on the program without complete financial subsidy. Plans for the 1960 conferences will be announced to member colleges by March 1.

At the Miami meeting in 1958 this commission recommended that all member colleges review their entrance requirements and urged a general stiffening of subject matter requirements with a view to strengthening liberal education at the secondary school level and enlarging the opportunity for more

significant liberal study in colleges of arts and sciences, particularly in the freshman and sophomore years.

In 1959 the commission voted to enquire to what extent, if at all, colleges have changed their entrance requirements as far as subject matter is concerned and also the extent to which there is any agreement among our members on what kind of subject matter preparation in high school is desirable for liberal education in college.

To this end a questionnaire was sent to all member institutions last October. The number of replies received was highly gratifying. Approximately 78 per cent of member colleges and universities completed and returned the questionnaires. But, far from revealing any common agreement on subject matter requirements, the responses indicated an astonishing range of differences. One out of seven, for example, reported no subjects required for admission, and these included institutions of every type and quality. The mass of data accumulated by this study is difficult to evaluate in a short period of time. The commission has asked the executive staff of the Association to invite the office of the College Entrance Examination Board to consider collaborating in a further study of the data, after which findings and conclusions will be published.

The Commission on Liberal Education, with the approval of the Board of Directors of the Association, is undertaking two new projects which should be of interest to member colleges and universities.

The first of these will involve a joint venture of the Association of American Colleges and the Center for the Study of Liberal Education for Adults. The project contemplates a three-year experiment in which a group of liberal arts colleges collectively undertakes programs of continuing liberal education for adults. The proposal presupposes financial support from a foundation on a scale large enough to permit joint planning by the college faculties involved and the kind of latitude difficult to achieve in most of the current programs offered as community services or for the special interest of business firms.

The second project is the development of a motion picture (or TV film) which will present the aims and meaning of liberal education—hopefully in a dramatic and exciting way—primarily for the benefit of high school students and their parents. It is the commission's belief that such a film, if well done, could be very helpful in clarifying the role of the liberal arts college in our society and in strengthening public support for its mission. A project of the quality and scope contemplated by the commission would be an expensive undertaking. Your Board of Directors has therefore approved a careful exploration, during the first six months of 1960, of possible sources of financial support.

## Commission on Professional and Graduate Study

O. P. KRETZMANN

During the past year the attention of your Commission on Professional and Graduate Study has centered largely on continuing sponsorship of the *Directory of Fellowships*, attendance at various meetings, and a running survey of the literature dealing with the relationships between the liberal arts colleges and the institutions offering professional and graduate curricula. The growth of the number of monographs and articles reflects the increasing concern of educators with the persisting problems and the evident opportunities confronting American higher education in this centrally important area of interest and concern. In its survey of the relevant literature the commission has been aided by the work of several younger colleagues whose academic duties require a thorough knowledge of contributions to this field.

The commission began the current year with the joint sponsorship of a sectional meeting at Kansas City together with the Commission on Liberal Education and the Commission on Teacher Education. This meeting again emphasized the centrality of the liberal arts in the preparation for professional and graduate study.

During the past year the members of your commission have continued their sponsorship of the *Directory of Fellowships* under the editorship of Mrs. Virginia Bosch Potter. This directory is now in its third edition and has been exceedingly well received. The work of the commission consisted in advising the editor on changes in approach and emphasis and in serving as members of the advisory committee under whose direction the volume has been published. Since Mrs. Potter has now resigned her position as editor of the directory, a warm word of gratitude should be extended to her for her careful and pioneering work. It seems evident that this directory will occupy a continuing and growing place in bringing to qualified undergraduates the necessary information about financial help available for graduate study. Mrs. Potter's successor is Michael E. Schiltz of Loyola University, Chicago.

Your commission is also happy to report that *A Guide to Graduate Study*, edited by Dean Frederic W. Ness of Dickinson College, has met with continuing approval. It has proved a valuable help in the guidance of undergraduate students who are considering graduate work. Also this volume will

undoubtedly become a permanent part of the guidance procedures necessary to point students to the schools in which their graduate work might be done most effectively and successfully.

In the field of pre-medical education your commission has watched with interest the experiments presently being conducted at Johns Hopkins, Wayne State and Stanford universities. The purpose of these experiments, as well as other similar ones, is to bring about a closer integration between the liberal arts on the one hand and the study of medicine on the other. There can be no doubt that these and similar experiments will be exceedingly significant for the future of pre-medical and medical education. Throughout these experiments there is an emphasis on a broad, liberal undergraduate education which will enable the future medical practitioner to place more emphasis on the "human" patient. It is also clear that the future physician is being encouraged to cultivate an increasing social sensitivity in order to assume his proper position in a complex society.

Of special significance among developments in this field has been Dr. Crevin P. Bunnell's article in the *Journal of Medical Education* for April 1958: "Liberal Education and American Medicine." Dr. Bunnell presents a thorough historical review of the relationship of the liberal arts to medical education and points out there have been essentially three stages leading toward the development of a fourth stage which is now on the horizon. His general conclusions can best be presented in the following quotation from his summary:

Throughout the history of medicine in America the strength and prestige of the profession have been closely correlated with the liberality of the educational programs offered to aspiring Physicians. In colonial times such broadly educated men as John Morgan and William Shippen brought high prestige to the profession. Later during the years of the great westward movement most doctors did not feel that they could afford the "luxury" of liberal education; and so they met the immediate needs of a young nation and neglected the important but more defensible ideals of liberal education. It was during these years that the profession of medicine reached its nadir.

With a revolution in biological sciences at the end of the nineteenth century came new effectiveness in treating human illness; but these gains were not really maximized until medical and pre-medical education had been liberated from excessive emphasis on science and specialization.

Unless all signs fail we are now experiencing another scientific revolution—this time with the focus on the physical sciences. The lesson of history is clear; again there is a choice to make between the immediate goals of technical skill and the deferred goals of liberal education. The pressure of present-day scientific needs is great. It will take clear vision and monumental tenacity to maintain optimum balance between technical and liberal studies.

There can be no doubt that Dr. Bunnell is right and that leaders of pre-

medical and medical education are once more confronted with some difficult and far-reaching decisions. Your commission joins the many deans of medical schools throughout the nation who have continuously and consistently emphasized the centrality of a thorough liberal arts education for the future practitioner of the medical arts.

Particularly gratifying to your commission has been the further study among members of the American Bar Association, the Association of American Law Schools and individual law faculties of closer cooperation between liberal arts colleges and schools of law throughout the nation. Perhaps most significant was a conference on legal education conducted at the University of Michigan in June 1959. This conference was attended by approximately 100 deans, professors of law, practicing lawyers and representatives of the liberal arts colleges. The following paragraphs from the report of the meeting are of immediate and relevant interest:

The law schools and colleges must work more closely together. This closer relationship should manifest itself in several ways:

- 1) Closer ties must be developed between law schools and colleges to bring to the legal profession a fair share of the highly gifted young men and women. . . .
- 2) The undergraduate colleges need more assistance than is being given at the present time in advising pre-law students. We do not believe, however, that pre-legal education should be prescribed in the sense of listing the required courses. Instead students should be advised that studies in the arts and sciences should be pursued that will produce:
  - a. A broad cultural background
  - b. Habits of thoroughness, intellectual curiosity and scholarship, and
  - c. The ability to organize materials and communicate the results orally and in writing.

These skills and values can be acquired in many courses of study. The law schools should give more attention to the question whether a prospective student has mastered these skills and acquired these values. Pre-law advisers in the colleges should encourage students to select courses and instructors that will develop these skills and the sense of values demanded.

The practical working out of further and closer cooperation between the liberal arts colleges and the schools of law was suggested in the following paragraph adopted by the conference:

We recommend that the Association of American Law Schools arrange for the appointment of a working committee consisting of an equal number of law teachers and undergraduate college administrators and teachers selected from the Association of American Colleges' Commission on Professional and Graduate Study and the Conference of Academic Deans. This Committee should be broadly charged with exploring methods of providing more effective use of the post-high school study

period as it relates to legal education. The committee should be charged with studying all aspects of the problem and directed to report its recommendations at the earliest possible date. Following this report a full-fledged conference should be called on the subject of pre-legal education.

Your Commission on Professional and Graduate Study has been in correspondence with the leaders of the conference and will undoubtedly appoint several members of the commission to the general committee suggested by its resolutions. We feel that this is a very promising development in our work.

At the suggestion of the Board of Directors of the Association, your commission has broadened its interests to include all preparation for post-AB work in undergraduate colleges. In this connection it has naturally become more definitely interested in the requirements and practices of graduate schools in all disciplines.

Perhaps one of the most significant publications in this field during the past year has been the monograph published by the Institute of Higher Education under the general directorship of its executive officer, Earl J. McGrath: *The Graduate School and the Decline of Liberal Education*. McGrath defines liberal education under three inclusive purposes:

- 1) To provide that comprehensive body of knowledge in the major branches of learning—the physical sciences, the social sciences, and the humanities, including the fine arts—without which the individual may be victimized by his own ignorance or by those who seek to bend his actions to their purposes,
- 2) to cultivate the skills of reasoning and communication required to attack a new problem effectively, to order the relevant data, and to express by voice and hand the results of these intellectual activities, and
- 3) to nurture the traits of the mind and spirit characteristic of those who have achieved a consistent view of themselves and the complex physical and social world in which they live.

On the basis of this definition of the purposes of liberal education, McGrath presents the thesis that the graduate school, with its emphasis on the traditional requirements for the Ph.D., neither encourages liberal education in the best sense of the term on the undergraduate level nor develops this type of education in its own graduate students. To the establishment of this thesis he brings a great deal of thorough historical study and some relevant comments from American educators in recent years. He points out that "all through the years since 1900 the proceedings of educational conferences, reports of presidents of liberal arts colleges, and statements by scholars in learned journals have reiterated the charge that the policies and practices of the graduate schools have had an adverse effect on the liberal education of American youth."

Dr. McGrath believes that our graduate schools should be urged to re-examine the traditional requirements for the Ph.D. with their high degree of



specialization and to establish curricular requirements which would be more definitely pointed toward intelligent and dedicated college teaching. This has been the position of the Association of American Colleges for a number of years. It is, therefore, indicated that further meetings between representatives of liberal arts colleges and graduate schools should be arranged at the earliest possible moment. The approaching explosion in our college population makes this a matter of urgent and immediate necessity. It is our hope that the Board of Directors of the Association of American Colleges will take the lead in arranging for a number of meetings, possibly on a regional basis, in order to consider a problem with which all of us are deeply concerned.

The agenda of your commission for the immediate future include the following:

- 1) A further examination of the experiment in progress at the medical school of Johns Hopkins University and a study of its effect on the requirements of the pre-medical programs of the liberal arts colleges.

- 2) A further study of the requirements for the M.A., with particular emphasis on the programs being developed at Wesleyan and Bucknell Universities. Essentially these programs call for a broader M.A. which is essentially a degree in the liberal arts with a possible concentration in one of three fields—the humanities, the social sciences or the natural sciences. It is our understanding that some Midwestern schools are already studying the possibilities of this program. With the supply of Ph.D.'s already insufficient to meet the demand, the need for the best possible M.A. for future college teachers becomes vital and urgent. With this need in mind, we are exploring the possibility of securing foundation support for the preparation of a manual of guiding principles and working blueprints for the guidance of colleges contemplating the establishment of new M.A. programs.

- 3) A series of meetings with the Association of Graduate Schools, with the McGrath report as a basis for discussion.

- 4) A meeting with representatives of the Association of American Law Schools and the American Bar Association concerning pre-legal education.

# Commission on Teacher Education

PAUL R. ANDERSON

The Commission on Teacher Education reaffirms the long and deep interest of members of the Association of American Colleges in problems connected with the training of teachers.

In recent years it has given attention, among other things, to problems of accreditation brought on by the formation of the National Council for Accreditation of Teacher Education. It is happy to report progress both in the organizational structure of NCATE and in its maturing procedure. We are now of the opinion that what is important in the immediate future is not which instrumentality is used for the purpose of accreditation but rather the degree of flexibility in interpretation of programs and the strength of emphasis upon liberal arts content.

In all such matters the commission believes that, since the AAC is not itself an accrediting agency, the closest possible ties should be maintained with regional associations.

The commission hopes to focus its attention now upon means of cooperation—national, regional and state in character—which offer the greatest likelihood of increasing the quality of programs in teacher education. The commission is gravely aware of the fact that quantitative increase in educational facilities imposes additional burdens in assuring the American public that those responsible for education on any level will have as high a quality of preparation as the situation permits—and demands.

The commission is planning a joint study with the American Association of Colleges for Teacher Education on existing programs in teacher education, with a further study in depth of promising practices in teacher education in selected liberal arts colleges. As is increasingly common, such a study is dependent upon a foundation grant.

In the area of college teaching, the commission expects to sponsor further analysis in the next few months of the valuable materials on the baccalaureate origins of college teachers, collected by Dr. Frank Kille on its behalf, in the hope that such analysis may provide helpful leads in the process of recruiting teachers. The commission urges member institutions of AAC to develop recruitment programs and, further, to make their experience available to other institutions. Only by concerted effort will the colleges be enabled to staff their faculties to the extent needed to meet the demands of the years immediately ahead.

## Report of Board of Directors

After the rather spectacular changes that took place in 1958 in the housing and staffing of the Association's headquarters, 1959 saw the regular rhythm of our activities re-established in a new setting.

That rhythm was broken only by the unexpected loss of our oldest staff member, Bertha Tuma, whose death will be as deeply regretted by the scores of member presidents who counted her among their friends as it is by the Board of Directors and her immediate colleagues.

Late in the year, our staff was brought up to strength again by the appointment of Mrs. Irene Childress to serve as business manager for *Liberal Education* and, as occasion may arise, to assist Miss Alice Emison, who succeeded Mrs. Tuma as Financial Secretary of the Association.

This mention of the Bulletin, which does not usually figure very prominently in our annual report, prompts us to refer to the transformation it has undergone in the past year. Such comments as we have heard from members of the Association encourage us to believe that the satisfaction we take in these changes is widely shared. We believe that our colleagues will wish to join us in congratulating the editorial staff on their enterprise and imagination. It seems to us that they are already well on the way to their goal of making the Bulletin a thoroughly lively medium for the exchange of ideas about the aims and methods of liberal education. This we regard as one of the most important services of our Association.

Such things cost money, of course, as will be perceived by those who study the Treasurer's report. But we are confident that the large deficit produced in the Bulletin account by the cost of completely redesigning the journal and coming to terms with a new printer is not only warranted by the results but will by no means be repeated in future years. On the contrary we believe that *Liberal Education* in its new form will continue to attract more contributors, more subscribers and more advertisers.

We regret the necessity of ending the so-called club subscription arrangements, under which the faculties and staffs of member colleges

could get the Bulletin for a dollar a year, but the loss entailed was so heavy that it could no longer be justified. We hope and believe that all of our former club subscribers will be convinced that, at the preferential rate of two dollars a year still available to them, they will be getting good value for their money.

We shall be surprised and disappointed if the ultimate effect of these various changes is not to make *Liberal Education* as nearly self-supporting as can be expected of a service publication.

Among their other duties, our executive staff have traveled thousands of miles in visiting member colleges, attending the meetings of sister organizations and serving the Association at widely scattered events ranging from intellectual life conferences to congressional hearings. The Executive Director and the Associate Director would be the first to testify that the addition of Mr. Meisel to our executive strength has not only enabled the staff to cover far more ground but has contributed substantially to the smooth and efficient conduct of the Association's business. We may indeed be grateful to all our staff for their competence, energy and devotion. Equally, we have once again to thank those of our presidential colleagues who have cheerfully given of their time to helping the headquarters staff in innumerable ways and to representing the Association on a variety of occasions.

The continuing activities of the Association in the fields of college administration and teacher supply were maintained, and in most cases expanded, in 1959.

The Administrative Consultant Service, inaugurated in 1958, was in heavy demand throughout the past year, and the two consultants, Dr. Thomas Jones and Dr. Goodrich White, had more requests for their services than they could possibly have fulfilled. In total they visited 61 colleges in the course of the year. In view of this record, and of the uniformly favorable comments of presidents who made use of the service during the experimental period, the Lilly Endowment has agreed not only to continue its support for three more years, beginning this month, but also to increase the grant sufficiently to provide for a third consultant. We are happy to announce that the third consultant will be Father Edward V. Stanford, former president of Villanova University.

The Institute for College and University Administrators, with which we have been associated since its inception in 1955, has now held five successive summer sessions for presidents, together with comparable programs for deans and trustees. 1960 is the final year of the institute's

grant from the Carnegie Corporation, and we understand that its future is under active consideration. In passing, we should like to say a word of thanks to the director and staff of the institute for organizing at this annual meeting—as they did at Kansas City—a discussion session for presidents' wives.

The Retired Professors Registry is just completing its second year of operation. In the two-year period it has enrolled nearly 600 registrants and made over 4700 referrals of candidates for some 1300 posts in a total of 400 educational institutions and other organizations. The registry is now experimenting with the extension of its facilities to suitably qualified persons retiring from the armed forces or from managerial positions in industry. Not least of the services rendered to higher education by the General Electric Company is its collaboration in the latter experiment.

The National Science Foundation continued its contract with the Association for the organization of panels to examine applications for science faculty fellowships. The fourth in the series of panel sessions, which began in the late fall of 1957, was held last November. On this occasion, predoctoral and postdoctoral applications were handled separately and an experiment in "calibration" was conducted in order to test the reliability of the selection procedure. The results are understood to have been highly satisfactory to the foundation.

The Committee on Junior and Senior Colleges, which now includes representatives of the American Association of Collegiate Registrars and Admissions Officers, as well as our own Association and the American Association of Junior Colleges, has drafted a tentative statement of principles that should govern the transfer of students from two-year to four-year colleges. A progress report on the work of the committee will be presented to you by its chairman.

The activities of our standing commissions need no detailed description on the part of the Board of Directors, as the several chairmen will present their own reports. We shall therefore limit ourselves to drawing your attention to the main items of which you should be informed and may be called upon for endorsement.

The Commission on Academic Freedom and Tenure will present for your formal approval the statement on recruitment and resignation which was drafted by a joint committee of this Association and the American Association of University Professors, approved in principle by the last Annual Meeting and subsequently published in the Bulletin for further consideration by our members.

The Arts Program has continued to expand with the aid of its faithful friends, the Charles E. Culpeper Foundation and the Danforth Foundation. We are sure that all member colleges—whether users of the program or not—will share our satisfaction at the vigorous growth of the oldest and one of the most successful of the Association's programs. It did not betoken any lack of enthusiasm for the Arts Program when in 1956 the Board of Directors decided that the program should as soon as possible be brought into line with all other special programs and projects of the Association by being financed entirely from foundation grants and its own earnings. In pursuance of that decision, the subvention received by the Arts Program from the general funds of the Association has been gradually reduced and has now been terminated. To compensate for the deficiency, the Commission on the Arts has recommended, and the Board has approved, an increase in the very moderate fees charged for visits under the program. In addition, further foundation assistance is being sought.

The new Commission on College Finance made a good start on its program with the appointment by our own Association, the State Universities Association, and the American Association of Land-Grant Colleges and State Universities of a joint committee to study the policies and practices of financing higher education in both publicly and privately supported institutions. The joint committee prepared a statement, entitled "Freedom and Diversity," which was approved by your Board and by the governing bodies of the other two associations for circulation to all member institutions.

Meanwhile, in accordance with the plans to which you gave your approval a year ago, Independent College Funds of America has established itself as a separate national organization, and with this annual meeting the responsibility of our Association for the state foundation movement comes to an end.

The Commission on Faculty and Staff Benefits will seek your approval for a comprehensive study of fringe benefits, other than insurance and annuities, available to college faculties. The study would be officially sponsored by the Association and carried out by the research staff of Teachers Insurance and Annuity Association of America with the guidance of a subcommittee to be appointed by the commission.

The Commission on International Understanding has a field of responsibility which is of vital importance to the national welfare and at the same time abounds in particularly intractable problems when it comes

to translating good intentions into practical action. Those problems are illustrated by the enquiry made by the commission eighteen months ago into the attitude of member colleges toward the admission of students from so-called iron-curtain countries. The State Department has been informed of the highly sympathetic response of our members, but beyond this the commission can do no more, as educational exchanges with the countries in question must be arranged officially under international agreements. In these circumstances, the commission has undertaken a thorough review of its functions, in relation to those of other organs of the Association and of corresponding organs of other associations.

Meanwhile the commission has sponsored, in collaboration with the Asia Society, the publication of a booklet on "Asian Studies in Liberal Education," and in partnership with the Council on Student Travel, the Experiment in International Living, and the Institute of International Education, a conference on overseas study programs for American students.

The Commission on Legislation did not have as successful a year in 1959 as in 1958, though it worked as hard at defending and promoting the legitimate interests of higher education. If, in the commission's own words, "it is doubtful if the results achieved were proportionate to the effort involved," this was due to circumstances beyond the commission's control.

Your directors adopted the recommendation of the Commission on Legislation that, as the proposals embodied in congressional bills for tax credit in respect of charitable contributions to institutions of higher education raise questions of public policy going beyond the interest of higher education in attracting increased voluntary support, the Association should take no position on the bills.

We commend for your adoption the resolutions proposed by the commission on international educational exchange appropriations, the Florence Agreement and federal aid for college buildings. But once again we remind you that these resolutions, and the action that they will enable the commission to take on your behalf, are no substitute for direct representations from individual presidents to their own congressmen.

In round figures, 150 member presidents and 50 deans have now had the benefit of taking part in intellectual life conferences organized by the Commission on Liberal Education. Their testimony to the worth of the experience is unanimous. Relying on this enthusiasm, the commission judged that the time had come for colleges to be asked to bear that part



of the cost which is represented by the travel expenses of participating presidents. We are happy to announce that, on that assumption, the Fund for the Advancement of Education has made us a grant sufficient to meet the remaining cost of four more conferences to be held in the coming summer.

In accordance with the theme of this annual meeting, the Commission on Liberal Education is giving earnest consideration to the problem of quality standards in undergraduate education and for that purpose has undertaken a survey of admission requirements.

The two reference books sponsored by the Commission on Professional and Graduate Study have continued to fulfil our highest hopes. Over 4700 copies of *A Guide to Graduate Study* have been sold—almost exhausting the first printing in less than three years and making a second edition necessary considerably earlier than was expected. *Fellowships in the Arts and Sciences, 1960-61*—the third annual edition of our directory of fellowships—has already sold nearly 2000 copies or half of the total printing. We take this opportunity of publicly expressing the gratitude of the Association to the University of Wisconsin for its aid and hospitality and to Virginia Bosch Potter, who was the initiator of the project and its director for three years.

On its own recommendation, the Commission on Public Information has been dissolved as having no further role to play in the affairs of the Association.

A first report on the Study of the Baccalaureate Origins of College Faculties, sponsored by the Commission on Teacher Education, has been circulated to member colleges. The commission is looking into the possibility of further analysis of the voluminous data collected for the study.

It will be evident to you that the major part—as measured by cost—of the Association's various activities is paid for by special grants from philanthropic foundations. But it will be equally evident that none of these activities could be carried on without careful planning by the standing commissions and constant administrative support from the headquarters staff. These services have to be provided out of our general operating funds.

Five years ago, when the Executive Director initiated the expansion of our program, he made no secret of the fact that it would demand a much enlarged budget. The Board agreed that the members of the Association would welcome the expansion but could hardly be expected to pay the full cost of the new services until they had proved their worth. We

therefore decided that, for a transitional period of four years, we should seek to balance the enlarged budget by means of a modest increase of membership dues coupled with temporary grants from philanthropic foundations. Our aspirations were realized through the generosity of the Lilly Endowment and the Old Dominion Foundation, which, for two years each, gave us a grant of \$25,000 a year toward our general operating expenses.

On 31 December 1959 this subvention came to an end, as we all knew it would. From now on, though we may be fortunate enough to receive lesser grants for general purposes from other benefactors who have helped us in the last year or two, the scope of the Association's activities will be effectively governed by the income derived from membership dues.

So, in urging you to adopt the amendment of the by-laws, duly proposed by the Treasurer at the last annual meeting, to raise the dues to \$150 a year, we are in fact asking you for a vote of confidence in the job that the officers, directors and staff of the Association are trying to do for you.

For the next annual meeting, to be held at Denver, Colorado, on 10-12 January 1961, we are planning an experiment designed to bring to member presidents and other representatives of their colleges up-to-date knowledge of the current state of learning in the major disciplines of the liberal arts and sciences. We are happy to announce that the Carnegie Corporation of New York has made the Association a grant to cover the cost of bringing outstanding scholars to discuss their own fields and of publishing a full report.

We have confirmed our choice of Cleveland, Ohio, as the site of the annual meeting for 1962 and of Atlantic City, New Jersey, for 1963, and have chosen Washington, D. C., for the annual meeting of 1964, which will be our fiftieth annual meeting.

The Board held five meetings during the year under review: 8 January at the Hotel Muehlebach, Kansas City, Missouri; 17-18 March, 24 June and 7 October at the offices of the Association in Washington, D. C., and 11 January 1960 at the Statler Hilton Hotel, Boston, Massachusetts.

We recommend that the Council for Financial Aid to Education be elected to honorary membership in the Association and that the following colleges be elected to regular membership:

Alderson-Broaddus College, Philippi, West Virginia  
Arkansas College, Batesville, Arkansas

Bethel College and Seminary, Saint Paul, Minnesota  
Central Michigan University, Mount Pleasant, Michigan  
Dana College, Blair, Nebraska  
Eastern Mennonite College, Harrisonburg, Virginia  
Gallaudet College, Washington, D. C.  
George Fox College, Newberg, Oregon  
Goddard College, Plainfield, Vermont  
Harpur College, Endicott, New York  
Harvey Mudd College, Claremont, California  
Holy Family College, Manitowoc, Wisconsin  
Kansas State College of Pittsburg, Pittsburg, Kansas  
Madonna College, Livonia, Michigan  
Oakwood College, Huntsville, Alabama  
Pfeiffer College, Misenheimer, North Carolina  
Sacred Heart Dominican College, Houston, Texas  
Shimer College, Mount Carroll, Illinois  
Stonehill College, North Easton, Massachusetts  
United States Air Force Academy, Colorado Springs, Colorado  
University of San Diego, College for Men, San Diego, California  
Upland College, Upland, California  
Villa Madonna College, Covington, Kentucky  
William Carey College, Hattiesburg, Mississippi

# Report of Treasurer

GEORGE M. MODLIN, President, University of Richmond

## SCHEDULE I

### Cash Receipts and Disbursements

#### Operating Fund

January 1, 1959 to December 31, 1959

Cash balance, January 1, 1959 . . . . . \$115,621.13

#### Receipts

Membership dues . . . . .	\$77,400.00
Books and pamphlets . . . . .	40.56
Interest on savings accounts, etc. . . . .	4,284.02
Grants for Operating expenses from	
United States Steel Foundation, Inc. . . . .	10,000.00
General Electric Educational and Charitable Fund . . . . .	5,000.00
Old Dominion Foundation . . . . .	25,000.00
Shell Companies Foundation . . . . .	1,000.00
International Business Machines Corporation . . . . .	500.00
Anonymous . . . . .	750.00

#### Other Grants

from United States Steel Foundation, Inc.	
for quality improvement of colleges and for	
development programs . . . . .	51,000.00
from Asia Society	
for booklet . . . . .	1,315.22
Transfers from projects	
for administrative charges . . . . .	5,849.54

Total Receipts . . . . . \$182,139.34

\$297,760.47

Total Disbursements . . . . . \$191,754.69

Cash balance, December 31, 1959 . . . . . \$106,005.78

*Schedule 1, continued*

**Disbursements**

Appropriation to Arts Program . . . . .	\$ 5,000.00
Annual Meeting expenses . . . . .	4,561.53

**Liberal Education**

Total costs . . . . .	\$16,282.69
Less receipts for subscriptions, reprints and advertising . . . . .	6,637.17
	9,645.52

Membership dues, A.C.E., etc. . . . .	487.00
Committees and commissions . . . . .	9,071.75

**Administrative expenses**

Salaries . . . . .	\$65,725.46
Staff benefits . . . . .	11,058.64
Building maintenance . . . . .	3,183.70
Office expense . . . . .	4,189.80
Travel . . . . .	3,022.09
Auditing . . . . .	300.00
	\$87,479.69
Less rents received . . . . .	1,806.00
	\$ 85,673.69

Grants forwarded to Colleges . . . . .	76,000.00
Printing of Asia Society booklet . . . . .	1,315.20

<b>Total Disbursements . . . . .</b>	<b>\$191,754.69</b>
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SCHEDULE 2

**Cash Receipts and Disbursements**

**Projects and Special Funds**

*January 1, 1959 to December 31, 1959*

**New Headquarters Fund**

Deficit, January 1, 1959 . . . . .	\$ 4,522.61
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**Receipts**

<b>Grants from</b>	
The General Education Board . . . . .	\$10,000.00
The Kresge Foundation . . . . .	30,000.00
Mary Reynolds Babcock Foundation . . . . .	5,000.00
	\$ 45,000.00

<b>Total Receipts . . . . .</b>	<b>\$ 45,000.00</b>
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	<b>\$ 40,477.39</b>
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Italics denote red figures.

*Schedule 2, continued*

**Payment**

In full payment of mortgage . . . . .	\$35,777.91	
Equipment purchased . . . . .	3,425.34	
<b>Total Payments . . . . .</b>		<b>39,203.25</b>

<b>Cash balance, December 31, 1959 . . . . .</b>		<b>\$ 1,274.14</b>
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**Arts Program**

Cash balance, January 1, 1959 . . . . .		\$ 8,485.17
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**Receipts**

Appropriation from General Fund . . . . .	\$ 5,000.00	
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**Grants from**

Charles E. Culpeper Foundation, Inc. . . . .	6,000.00	
Danforth Foundation, Inc. . . . .	18,056.67	

Fees received from Colleges . . . . .	\$70,087.33	
Less advances to Artists . . . . .	67,777.82	2,309.51

<b>Total Receipts . . . . .</b>		<b>\$ 31,366.18</b>
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**\$ 39,851.35**

**Disbursements**

for Operating expenses . . . . .	\$26,332.90	
Purchase of furniture . . . . .	864.81	
Rent Security . . . . .	410.00	

<b>Total Disbursements . . . . .</b>		<b>\$ 27,607.71</b>
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<b>Balance in banks, December 31, 1959 . . . . .</b>		<b>\$ 12,243.64</b>
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**Commission on Liberal Education**

**Intellectual Life Conferences**

Cash balance, January 1, 1959 . . . . .		\$ 2,605.69
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**Receipts**

**Grants from**

Ford Foundation for 1959 Seminars . . . . .	\$25,000.00	
Fund for the Advancement of Education for 1960 Seminars . . . . .	15,000.00	

<b>Total Receipts . . . . .</b>		<b>40,000.00</b>
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**\$ 42,605.69**

<b>Disbursements . . . . .</b>		<b>23,986.80</b>
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<b>Cash balance, December 31, 1959 . . . . .</b>		<b>\$ 18,618.89</b>
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*Schedule 2, continued*

**Commission on Professional and Graduate Study**

**Directory of Fellowships in the Arts and Sciences**

Cash balance, January 1, 1959 . . . . . \$ 7,275.21

**Receipts**

Grants from National Institute of Health . . . . . \$ 6,000.00

Sales of booklets . . . . . 12,100.88

Total Receipts . . . . . 18,100.88

\$ 25,376.09

Disbursements . . . . . 23,546.55

Cash balance, December 31, 1959 . . . . . \$ 1,829.54

**A Guide to Graduate Study**

Cash balance, January 1, 1959 and December 31, 1959 . . . . . \$ 207.37

**Commission on Teacher Education**

**Baccalaureate Origins of College Faculties**

Cash balance, January 1, 1959 . . . . . \$ 1,890.23

Disbursements . . . . . 6.21

Cash balance, December 31, 1959 . . . . . \$ 1,884.02

**The Role of the College in the Recruitment of Teachers**

Cash balance, January 1, 1959 . . . . . \$ 549.07

Disbursements . . . . . 482.18

Cash balance, December 31, 1959 . . . . . \$ 66.89

**Faculty Orientation Program**

**Receipts**

from Fund for Advancement of Education . . . . . \$ 10,000.00

Disbursements . . . . . 2,000.00

Cash balance, December 31, 1959 . . . . . \$ 8,000.00

**Administrative Consultant Service**

Cash balance, January 1, 1959 . . . . . \$ 28,476.63

Disbursements . . . . . 23,934.37

Cash balance, December 31, 1959 . . . . . \$ 4,542.26



*Schedule 2, continued*

**National Science Foundation**

**Science Faculty Fellowships**

Cash to overdraft to be reimbursed . . . . .	\$ 8,658.42
Receipts from National Science Foundation . . . . .	13,687.28

	<u>\$ 5,028.86</u>
Disbursements . . . . .	18,619.35

Advances at December 31, 1959 to be reimbursed . . . . .	<u>\$ 13,590.49</u>
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Italics denote red figures.

# Report of Executive Director

THEODORE A. DISTLER

I want to begin this report with a warm word of thanks to all those who have helped the Association, and me personally, during the past year. I have a staff such as any administrator might envy. You and I both owe them a deep debt of gratitude. But even with the energy and devotion to which the Board of Directors has rightly paid tribute, our staff could not possibly achieve as much as it does without the voluntary aid of scores of presidents, deans and other officers of member colleges.

I believe that it is a mark of solidarity and a source of strength in the Association that at any given time its Board of Directors, standing commissions, joint committees and so forth include nearly one in five of all our member presidents. This is not a tight little bureaucracy but in the full sense of the words a self-governing organization.

Not only that, but especially when, as at the present moment, we face the unwelcome necessity of providing increased financial support, we must remember that the Association is a highly economical organization. Without the commission structure we could not get by with nearly so small a staff or so modest a budget.

A favorite thesis of mine, with which most of you are familiar, is that higher education is of its very nature a form of activity that demands continuous self-examination. If it is to perform its function, it cannot proceed simply through the observance of established routine but must be constantly evaluating its methods and re-orienting itself to its goals. This is a duty incumbent on every college and university, not only at times like the present, when questioning and heart-searching are provoked by the pressure of external events, but at all times, by the internal logic of the enterprise. For an association of colleges and universities, committed by its constitution to "the prosecution of such plans as may make more efficient the institutions included in its membership," the duty of critical review and reflection is central and paramount.

It should therefore come as no surprise to you that your directors—shunning the hackneyed themes that lend themselves all too readily to a

feast of mutual consolation and reassurance—should have chosen to make this annual meeting an opportunity for frank and courageous facing of the issues that the liberal arts college must grapple with in the second half of the twentieth century. I do not believe that the gravity and complexity of those issues are in the least exaggerated by the wording of our theme: *Will the College of Arts and Science Survive?*

Let me add that, if we had felt any doubt whether our colleagues are endowed with the toughness of fiber needed to cope with these issues, today and in the future, those doubts would have been effectively dispelled by a study published last week end of one particular aspect of the college presidency. I refer of course to length of presidential tenure.

In the past year or so, a series of resignations has let loose a spate of public comment to the effect that the presidential office is as precarious as it is demanding. Whatever the causes, published or unpublished—whether stated by the persons concerned or supplied by the imagination of commentators—we must all regret these resignations as a loss to our profession. But to anybody who has read the testimony of some of our most distinguished presidents, as exemplified by a quartet of recent books reviewed in the December issue of *Liberal Education*, the inferences drawn from these events have an obvious kinship with the celebrated report of Mark Twain's death.

It was natural that distorted pictures of the hazards of the college presidency should be accompanied by a revival of the old story that its average duration is four years. Ever since I entered the educational business I can remember hearing this statement repeated with confident authority but never of course with any indication of the factual evidence. William Selden has done us all a service by showing that the story is "just another of the myths of the trade" and that the college president is no worse off in respect of tenure than, for instance, his nearest counterparts in industry.

This revelation of the unsuspected durability of the average president should not only convince the American people that he has the intestinal fortitude to face his responsibilities but should serve to stiffen the resolution of any president who might otherwise be tempted to quail before the slings and arrows of outrageous fortune and lower the current average.

It would be presumptuous in me to offer answers of my own to any of the questions you will be debating at this meeting. Even if we can agree in our analysis of the problems, I doubt if any of us thinks that there are

easy, ready-made solutions. I at any rate believe that our goal for these two days should be the largest possible measure of agreement on what the problems are and on the main principles that should govern our search for solutions over a period that may well outlast our working lives.

That said, I shall venture to advance two or three propositions which do not beg any questions, which can be asserted with reasonable certainty, but which are not yet sufficiently recognized.

First, it seems to me that the college of arts and sciences cannot hope to survive—either as an independent entity or as part of a larger institution—unless it has a distinct function to perform and makes the performance of that function its central aim. If it devotes itself to functions that other kinds of institutions were expressly designed to perform, it will not only do them less well but will destroy its own reason for existence.

Some years ago one of today's panelists, Professor W. H. Cowley, suggested a threefold classification of educational activity: *logocentric*, that is, concerned with the extension of knowledge; *practicentric*—concerned with professional practice; *democentric*—concerned with people as such. In my submission, the liberal arts college should be predominantly democentric. Its proper business is to be, in the words of Earl McGrath of the Institute of Higher Education, a maker of men, not a maker of workers, nor yet of knowledge.

I say this in no spirit of hostility toward vocational training or scholarly investigation. I do not suggest that the liberal arts college should or could ignore the fact that a steadily rising proportion of its students will go on to graduate or professional schools. I mean only that this fact should not be permitted to dominate a college's thinking or determine its program.

Recent studies by the Institute of Higher Education seem to me to have shown convincingly that—to quote Dr. McGrath again—"liberal education as an educational entity and as an approach to a way of life" is in danger of being irretrievably lost, because "the liberal arts institutions have attempted to become what they should not really be." I believe that he is right in saying that the liberal arts college has forsaken its mission in so far as it has lost sight of the threefold aim of developing in its students, first, "an acquaintance with the basic facts and principles of the major divisions of man's intellectual and spiritual resources," second, "the capacity to use one's full intellectual resources skillfully" and, third, the

qualities of personality and character which we regard as the hallmark of a cultured man.

I hope Earl McGrath will forgive me if I suggest that he has oversimplified the case in placing the blame squarely on the graduate schools. At least, I am somewhat perplexed by his statement that, when American faculties had adopted the German tradition of intensive research, "all teaching in universities, including the undergraduate colleges, began to be indissolubly linked with investigative activities." Many thoughtful modern critics have joined with historians of higher education in holding that, from its mediaeval origins, the ideal of a university combined scholarship and teaching as indissolubly as the two sides of a single coin. Until the latter part of the nineteenth century, to be sure, American colleges, because of the circumstances of their founding and the climate of society, were concerned with the dissemination rather than the pursuit of knowledge. But was it not because this was recognized as a deficiency that the German pattern of scholarship was imported as a corrective—even though unforeseen influences have subsequently fostered a kind of morbid hypertrophy of research?

In practice, the competing and often conflicting claims of research and teaching must always have produced some tension in the academic enterprise. But the inherent difficulty of reconciling them has been rendered immeasurably greater in this century by the proliferation of knowledge, the professionalization of society and the astronomically swelling demand for post-secondary education. Liberal arts college and graduate school alike have been caught up by these forces, and neither of them has as yet succeeded in adjusting the fulfilment of its distinctive mission to the circumstances of the age.

This brings me to my second proposition: that unless the liberal arts college is to perish for sheer lack of qualified manpower, it must decide just what qualities it needs in its faculty in order to fulfill its proper function.

There is no doubt that, with a few recent exceptions, the courses of graduate study required for the Ph.D.—the "union card" for college teaching—are not in fact designed to turn out teachers, nor conducted in a spirit likely to attract students into teaching. But, again, is this wholly the fault of the graduate schools? Might they not with justice retort that they have never had from the liberal arts colleges any clear prescription of what is wanted in a college teacher?

A distinguished teacher who is also an outstanding thinker about the

problems of higher education, Professor Robert H. Knapp of Wesleyan University, has suggested that "the college professor has been historically called upon to fulfill three distinct functions in human society." Professor Knapp calls them "the reconnaissance function," "the informational function" and "the pastoral function." These expressions are, I think, self-explanatory. He goes on to argue that "the evolving role of the college professor in America has been characterized by a progressive decline of his pastoral function along with a strong tendency for reconnaissance and informational functions to part company and form two separate professions."

These tendencies seem to me to be one aspect of the response of our educational institutions to the social and intellectual pressures I have mentioned. The ultimate effect of those pressures may be, not merely to make research and teaching into two separate professions, but to split higher education as a whole into two distinct segments.

One of these would combine fundamental research with the teaching of a small and rigorously selected body of students who, though they might not be looking to research as a career, would need to be brought into contact with intellectual reconnaissance in their formative years in order to develop their exceptional talents.

The other segment would cater for the vast majority of students, who will never be capable of original thought to any significant degree but who seek education beyond the high school either in preparation for professional practice or for their general cultural development.

Each segment would produce faculty members suited to its own purposes, and there would be little or no interchange after the initial selection of the student for one segment or the other.

So explicit a division of higher education would be repugnant to traditional American sentiment, but it may be our only means of meeting the needs of the future. At least it would be better than the present confusion of aims and programs, which produces neither an educated citizenry nor a sufficiency of intellectual leadership.

For my own part, I should be sorry to see the liberal arts college formally proclaim the dissolution of the indissoluble by accepting for itself and its faculty a role divorced from the pursuit of knowledge. This may be the only realistic course of action. It may indeed constitute no more than a candid recognition of the present state of affairs in many colleges. But before we incorporate it in any definition of the college's function, I believe we should make a renewed endeavor to reconcile the

reconnaissance, informational and pastoral roles of the academic profession, if not of the individual professor.

My third and last proposition is that such an endeavor requires a hitherto unprecedented measure of cooperation among all types of educational institutions, and for that matter among the various schools within a complex institution.

While the college of arts and sciences should be primarily democratic, not logocentric, I do not believe it can be fully effective in making *men* unless its teaching is enlivened by contact with active scholarship. The self-contained college, however, may often be unable to provide such contact on its own account since, even if there were enough creative scholars to go round, many colleges lack the resources to furnish them with the facilities needed for their scholarly work. In such cases the only solution may be either a pooling of resources by a group of neighboring colleges or an intimate alliance between one or more colleges and a nearby university.

Similarly, while the graduate or professional school is not primarily concerned with the student as a person, it is still dealing with human material and its work will be hampered, not only if its students are lacking in informational preparation but if the pastoral role has not been filled by somebody.

In short, we must pay more than lip-service to our faith that the education of every individual student should be one continuous process, and that all the various branches of academic activity are parts of a single enterprise. At successive stages in the educational process, and in different areas of educational endeavor, the relative importance of scholarship, instruction and guidance will vary, but at no time and in no type of higher education should any one of them be wholly absent.

On that basis we may hope to reach agreement on a redefinition of functions which will clarify the task of each type of institution and thereby enable higher education as a whole to make a better job of its vital role in our national life.

I would be less than honest if I did not admit to you that the next ten years in higher education will be the most difficult we have faced in our entire history. I must state, however, that I take a somewhat different view from some of the disciples of gloom who predict dire consequences. I consider the immediate future one of the greatest opportunities for higher education. I have a firm conviction, after having traveled thousands of miles and visited hundreds of colleges and universities, that we



shall be ingenious enough, industrious enough and intelligent enough to solve these difficult problems—and further, that our constituencies and the American public generally, if we keep them fully and completely informed, will provide us with the means necessary to carry out our objectives, both in terms of the individual desires and hopes of the young people who come to our halls and in terms of the highest national interest.

# Minutes of the 46th Annual Meeting

## ASSOCIATION OF AMERICAN COLLEGES

12-14 January 1960

The Statler Hilton, Boston, Massachusetts

Theme:

Will the College of Arts and Sciences Survive?

### *Annual Dinner of the Association*

The Annual Dinner of the Association of American Colleges was held at 7:30 p.m., Tuesday, 12 January 1960. President G. D. Humphrey of the University of Wyoming, President of the Association, presided. The invocation was offered by President Michael P. Walsh of Boston College.

Some 500 persons, out of a total of 740 registered for the Annual Meeting, attended the dinner.

A choral recital was given by the Madrigal Choir of Eastern Nazarene College, directed by Paul I. Willwerth.

The speaker was President Louis T. Benezet of Colorado College, who gave an address entitled *Once More Unto the Breach*.

The evening's proceedings concluded with the showing of a new motion picture produced by the Council for Financial Aid to Education, entitled *Education is Everybody's Business*.

### *First Business Session*

President Humphrey called the first business session to order at 9:30 a.m., Wednesday, 13 January 1960. The invocation was offered by President William W. Whitehouse of Albion College, Past President of the Association.

President Humphrey reported the appointment of the following committees:

#### *Committee on Nominations*

President William W. Whitehouse, Albion College, *Chairman*

President Arthur G. Coons, Occidental College

President J. Ollie Edmunds, Stetson University

President Robert J. Slavin, Providence College

#### *Committee on Resolutions*

President Calvert N. Ellis, Juniata College, *Chairman*

President Hurst R. Anderson, American University

President P. Milo Bail, Municipal University of Omaha

President Albert A. Lemieux, Seattle University

President Anne G. Pannell, Sweet Briar College

President Harold W. Richardson, Franklin College

President Richard H. Sullivan, Reed College

President David A. Lockmiller of Ohio Wesleyan University, Vice President of the Association, presented the report of the Board of Directors on the activities of the Association during the past year and the Board's recommendations for future action. On motion made, the report was received and the Board's recommendations adopted.

President George M. Modlin of the University of Richmond, Treasurer of the Association, presented his report embodying the auditor's statement on the management of the Association's funds during the year. On motion made, the report was approved. President Modlin reminded members to cast their ballots on the proposed amendment of the By-Laws of the Association, due notice of which was given at the Annual Meeting of 1959, to raise annual membership dues to \$150.

Executive Director Theodore A. Distler presented his report on the work of the central office and his analysis of some of the essential components of the effective liberal arts college. On motion made, the report was received.

President Courtney C. Smith of Swarthmore College, member of the Board of Directors of the Association, outlined plans for the Annual Meeting of 1961. He announced that the Board had agreed to devote the meeting to a review of recent developments and current trends of thought in some of the major academic disciplines, and that a grant had been received from the Carnegie Corporation of New York to finance this experimental program.

President Humphrey recognized the following for brief presentations from the floor:

Hans Rosenhaupt, National Director of the Woodrow Wilson National Fellowship Foundation, who reported some of the recent activities of his foundation;

George E. Van Dyke, Executive Director of the National Federation Consulting Service, who outlined the services provided by his organization;

Thomas E. Jones, President Emeritus of Earlham College and Administrative Consultant of the Association of American Colleges, who reported on the Administrative Consultant Service;

Louis D. Corson, Director of the Retired Professors Registry, who described the work of this joint project of the Association of American Colleges and the American Association of University Professors;

President Frederick de W. Bolman, Jr. of Franklin and Marshall College, Chairman of the Committee on Junior and Senior Colleges, who presented a progress report on the work of his committee. On motion made, the report was received and endorsed;

President Hugh Borton of Haverford College, member of the Commission on Academic Freedom and Tenure, who, in the absence of the chairman, explained the background of a proposed statement on the recruitment and resignation of faculty members, prepared jointly by the commission and the American Association of University Professors. President Borton reminded members that the statement would come up for adoption at the evening business session.

Following these presentations, there was a free discussion period.

President Rufus E. Clement of Atlanta University gave formal notice of a proposal to amend By-Law 2 of the Association by deleting the second sentence and substituting the words: "Failure to pay annual dues shall cause forfeiture of membership, except in particular cases where the Board of Directors may decide otherwise."

## *Second Business Session*

The second business session was called to order by President Humphrey at 8:00 p.m. on Wednesday the 13th. The invocation was offered by President Evan A. Reiff of Hardin-Simmons University.

The reports of the standing commissions of the Association were presented as follows:

*Academic Freedom and Tenure*, in the absence of Chairman Walter C. Langsam, by Executive Director Theodore A. Distler

*Arts* by Chairman Daniel Z. Gibson, President of Washington College  
*Christian Higher Education*, in the absence of Chairman James W. Laurie,  
by President Hugh E. Dunn of John Carroll University  
*College Finance* by Chairman Carter Davidson, President of Union College  
and University  
*Faculty and Staff Benefits* by Chairman Mark H. Ingraham, Dean of the Col-  
lege of Letters and Science of the University of Wisconsin  
*International Understanding* by Chairman Clemens M. Granskou, President  
of St. Olaf College  
*Legislation* by Chairman Hurst R. Anderson, President of American Univer-  
sity  
*Liberal Education* by Chairman Byron K. Trippet, President of Wabash  
College  
*Professional and Graduate Study* by Chairman O. P. Kretzmann, President  
of Valparaiso University  
*Teacher Education* by Chairman Paul R. Anderson, President of Chatham  
College.

After a brief discussion, it was voted that the proposed *Statement on Recruitment and Resignation of Faculty Members*, submitted by the Commission on Academic Freedom and Tenure for the formal approval of the Association, be laid on the table for further study by member colleges. With this amendment, the report of the Commission on Academic Freedom and Tenure was adopted.

In discussion of the report of the Commission on Legislation, President Nathan M. Pusey of Harvard University reinforced a recommendation of the commission in relation to the disclaimer affidavit under the National Defense Education Act of 1958 by urging member presidents to take personal responsibility for making the issue better understood, especially by members of the Congress. The report of the Commission on Legislation was then adopted.

The reports of the other commissions were received and adopted without discussion.

President William W. Whitehouse of Albion College, Chairman of the Committee on Nominations, presented the report of the committee, which was unanimously adopted. The names of the persons thus elected as officers of the Association, members of standing commissions and representatives of the Association on other bodies are printed in the March issue of *Liberal Education*.

President Calvert N. Ellis of Juniata College, Chairman of the Com-

mittee on Resolutions, offered the following resolutions on behalf of the committee:

I. *Be it resolved* that the Association of American Colleges express to the President of the United States its respectful and cordial thanks for his message of interest and encouragement on the occasion of the forty-sixth annual meeting of the Association; and that the Association assure the President that its members, conscious of the complexity of the problems facing the liberal arts colleges and of their responsibility to the American people, are resolved to find solutions in accordance with the national interest.

II. *Be it resolved* that the members of the Association of American Colleges here assembled record their grief that, for the first time in the memory of most of those present, the annual meeting is not graced by the presence of Bertha Tuma who, for thirty years until her death in August 1959, was a loyal and devoted servant of the Association and a friend to all its members.

III. *Be it resolved* that the members of the Association express their gratitude to its president, George Duke Humphrey, for his enlightened leadership, to the board of directors for their prudent and imaginative conduct of the business of the Association and to the executive director, Theodore A. Distler, and his staff for their tireless and efficient service during the past year.

*Be it further resolved* that the chairmen and members of the standing commissions, and all those who have represented the Association on joint committees or other educational organizations, be thanked for their voluntary services to their colleagues and commended for their effective contributions to the purposes of the Association.

IV. *Be it resolved* that the Association extend its cordial thanks to member colleges in the Boston area for their warm hospitality and generous assistance on the occasion of this annual meeting, and especially to Boston University for arranging a most enjoyable program for presidents' wives and to the director and staff of the Institute for College and University Administrators for organizing, for the second successive year, a discussion session on the problems of a president's wife.

V. *Be it resolved* that the Association of American Colleges commend the many benefactors, private and corporate, who have contributed on an increasingly generous scale to the support of higher education during the past year, and record its particular thanks to the Carnegie Corporation of New York, the Charles E. Culpeper Foundation, the Danforth Foundation, Mr. Cyrus S. Eaton, the Ford Foundation, the Fund for the Advancement of Education, the General Electric Educational and Charitable Fund, International Business Machines Corporation, the Lilly Endowment, the Old Dominion Foundation, the Shell Companies Foundation and the United States Steel Foundation for their gifts and grants in aid of the Association's various activities.

VI. *Be it resolved* that the Association express its appreciation to Secretary Arthur S. Flemming, Commissioner Lawrence G. Derthick, Assistant Commissioner Homer D. Babbidge and their colleagues for bringing institutions of higher education and their national organizations into active consultation and collaboration with the United States Office of Education, especially in its responsibilities under the National Defense Education Act of 1958.

VII. *Whereas* the role played by higher education in our national well-being will be increasingly crucial in the coming years;

*Whereas* the worthy performance of that role demands the disinterested cooperation of all types of institutions of higher learning, regardless of governance or affiliation; and

*Whereas* this endeavor needs the moral and material support of all sections of the American people;

*Be it resolved* that the Association of American Colleges urge the appropriate voluntary organizations and governmental agencies to join together in a common effort to establish national goals for higher education and to secure public acceptance of those goals and of the means by which they may best be attained.

VIII. *Whereas* the Association of American Colleges is convinced that the international exchange of students and teachers is not an educational luxury, nor yet a benefaction conferred by the United States of America on less fortunate countries, but an indispensable means to the establishment, through mutual aid and understanding, of a world in which all peoples, including our own, may enjoy the maximum opportunity of peaceful self-development;

*Be it therefore resolved* that the President and Congress of the United States be urged to give practical effect to their declared faith in the value of educational exchange by making, in accordance with the recommendations of the United States Advisory Commission on Educational Exchange, financial provision for the international education exchange program of the Department of State proportionate to the importance of the program.

IX. *Whereas* the free flow of knowledge and ideas is a time-honored American ideal, an essential element in a democratic society and a major goal of international organizations in which the United States has accepted the obligations of membership;

*Be it therefore resolved* that the Congress be urged to enact without delay the legislation necessary to ratify and give effect to the so-called Florence Agreement, of which the United States is now a signatory, on the importation of educational, scientific and cultural materials.

X. *Whereas* it is the consensus of the educational community that the college housing loan program has played an indispensable part in enabling American colleges and universities to meet the increasing demands made upon them; and



*Whereas* no satisfactory alternative has been proposed for meeting the continuing need for increased dormitory and dining facilities; and

*Whereas* assistance from the Federal Government is also needed for the provision of academic facilities;

*Be it therefore resolved* that the Association of American Colleges express the profound gratitude of its members to the Congress for enacting and maintaining the college housing loan program and to the Housing and Home Finance Agency for administering the program with efficiency and understanding;

*Be it further resolved* that the Association urge the President and Congress to continue the program in its present form without any amendment other than an appropriate increase in the funds made available; and

*Be it further resolved* that the Association offer the executive and legislative branches of the government its full cooperation in determining the most suitable form of assistance for the construction of academic facilities.

Resolution I was approved by acclamation.

On motion made, Resolution II was adopted by the meeting standing in silence.

Resolutions III, IV, V and VI were adopted without discussion.

After a brief debate, it was on motion voted to table Resolution VII.

Resolutions VIII and IX were adopted without discussion.

In debate on Resolution X, the Chairman of the Commission on Legislation was asked for an assurance that, in any discussions undertaken under the authority of the last paragraph of the resolution, the Association would not be committed, without further reference to the membership, to any proposal involving outright grants to colleges. This assurance having been given, the resolution was adopted unanimously.

### *Amendment of By-Laws*

In the ballot on the proposed amendment of the By-Laws to raise annual membership dues to \$150, the amendment was adopted by an overwhelming majority.

### *Panel Discussions*

There were six panel discussions: two, held concurrently, in the afternoon of Tuesday, 12 January; two, consecutively, in the afternoon of Wednesday the 13th; and two, consecutively, in the morning of Thursday the 14th.

The first two panel discussions took place at 4:00 p.m. on the 12th. One had as its topic *Accreditation: Burden, Luxury or Necessity?* and as its chairman William K. Selden, Executive Secretary of the National Commission on Accrediting. Panelists were President Carter Davidson of Union College and University, President John S. Millis of Western Reserve University, President Paul C. Reinert of Saint Louis University and Dean Dewey B. Stuit of the State University of Iowa. The second panel discussion, under the chairmanship of President Franc L. McCluer of Lindenwood College, considered *Challenge to the College for Women*. Panelists were Mrs. Opal D. David, Director of the Commission on the Education of Women, American Council on Education, and President J. Ralph Murray of Elmira College.

At 2:00 p.m. on Wednesday, 13 January, a panel under the chairmanship of President Byron K. Trippet of Wabash College explored *Problems of Academic Excellence in the Liberal Arts College*. Panelists were Dean Jacques Barzun of Columbia University, President Margaret Clapp of Wellesley College, President James S. Coles of Bowdoin College and Professor Whitney J. Oates of the Classics Department at Princeton University.

At 4:00 p.m. the same day, President William F. Quillian, Jr. of Randolph-Macon Woman's College presided over a panel on *The Validity of the Religious Tradition in Higher Education Today*. Panelists were Professor W. H. Cowley of the School of Education at Stanford University, Vice President Edward D. Eddy, Jr. of the University of New Hampshire, Dean Charles E. Sheedy of the University of Notre Dame and Professor Morton White of the Philosophy Department at Harvard University.

At 8:45 a.m. on Thursday, 14 January, a panel under the chairmanship of President J. Paul Mather of the University of Massachusetts considered *The Role of the College of Arts and Sciences in the University*. Panelists were President Theodore M. Hesburgh of the University of Notre Dame, President Eldon L. Johnson of the University of New Hampshire, President Barnaby C. Keeney of Brown University and President J. Wayne Reitz of the University of Florida.

The last panel discussion took place at 10:45 a.m. the same day. With President Carter Davidson of Union College and University in the chair, four panelists examined *Problems of Financing the Liberal Arts College*. They were Edward E. Booher, Executive Vice President of the McGraw-Hill Book Company, President Howard R. Bowen of Grinnell

College, President James H. Case, Jr. of Bard College and President W. Blair Stewart of the Associated Colleges of the Midwest.

### *Other Meetings*

The commissions of the Association held their regular meetings on the morning of 12 January. Church boards of higher education and other allied bodies met between Sunday the 10th and Thursday the 14th. The American Conference of Academic Deans held its 16th annual meeting on Tuesday the 12th, and the Council for the Advancement of Small Colleges its fourth national meeting on the 11th and 12th.

The wives of member presidents held their customary meeting on the morning of 13 January, under the chairmanship of Mrs. G. D. Humphrey. Through the courtesy of Boston University, the ladies were taken on a tour of Boston, the John Hancock Insurance Company, where they were served luncheon as guests of the company, and Cambridge. On the morning of Thursday the 14th, the ladies took part in a discussion on the subject *Problem for a President's Wife: A Case Study*. The discussion, led by Professor Robert W. Merry of the Harvard School of Business Administration, was modeled on those held at presidents' sessions of the Institute of College and University Administrators.

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BY DECISION OF THE BOARD OF DIRECTORS, THE NEXT ANNUAL MEETING  
WILL BE HELD IN DENVER, COLORADO, 10-12 JANUARY 1961.

## Meeting of Presidents' Wives

BERNIECE MURRAY

Those of us who were fortunate enough to be able to attend the Association of American Colleges meeting in Boston in January enjoyed good weather, excellent entertainment and a fine exchange of ideas which will spur us on to higher goals—if I am a good judge of facial expressions and questions which were in evidence at the final session with our old friend, Bob Merry.

Planned entertainment began with a coffee hour in the lovely Terrace Room of the Statler Hotel, where we enjoyed meeting new and old friends. A day of sightseeing followed, with a delightful luncheon served in Boston's skyscraper, where we were guests of the John Hancock Insurance Company.

Highlights of the sightseeing tour included, besides the luncheon, a panoramic view of Greater Boston from the observation tower of the John Hancock building, a trip "inside the world" at the Christian Science Monitor Press, Paul Revere's home, the USS Constitution, Old North Church, the chapel and auditorium on the M.I.T. campus, the unique glass flower exhibit on the Harvard campus, and the home of Henry Wadsworth Longfellow. Because of the well-planned route for the tour, we all had a good view of Boston, its harbor, churches, college campuses and historical monuments.

Dr. Robert Merry, of the Harvard Graduate School of Business Administration led us in a case-study discussion the following day, in which we struggled with the problems of a president's wife in a fictitious college. The enthusiasm with which the problems were met was a good indication of the interest and need for such discussions.

Put the annual meeting on your calendar for January 1961. We hope to see you in Denver.

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Mrs. Murray is the wife of President J. Ralph Murray of Elmira College.

## Representation of the Association in 1959

The following persons acted as official representatives of the Association on the occasions indicated:

February 8. President O. P. Kretzmann, Valparaiso University. Meeting of Advisory Council on Medical Education of Association of American Medical Colleges.

March 1-4. President R. A. McLemore, Mississippi College. Meeting of Association for Higher Education.

March 6. President J. Ollie Edmunds, Stetson University. Inauguration of President Charles T. Thrift, Jr., Florida Southern College.

April 10-11. President James Creese, Drexel Institute of Technology and President D. L. Helfferich, Ursinus College. 63rd Annual Meeting of the American Academy of Political and Social Science, Philadelphia.

April 12. President Lawrence M. Stavig, Augustana College. Inauguration of President Jack J. Early, Dakota Wesleyan University.

April 20-24. President Paul R. Anderson, Chatham College. Annual meeting of American Association of Collegiate Registrars and Admissions Officers.

April 21. Dean Cecil Abernethy, Birmingham-Southern College. Inauguration of President Leslie S. Wright, Howard College.

April 21. President Albert C. Jacobs, Trinity College. Inauguration of Chancellor Vincent B. Coffin, University of Hartford.

April 22. President Paul D. Eddy, Adelphi College. Meeting of Committee on Gift Annuities, New York City.

April 22. President A. R. Keppel, Catawba College. Inauguration of President D. Grier Martin, Davidson College.

April 23. President Clyde A. Milner, Guilford College. 125th anniversary of Wake Forest College.

April 25. President Charles K. Martin, Jr., Radford College. Inauguration of President Leroy B. Allen, Bluefield State College.

April 25. President Harold L. Yochum, Capital University. Inauguration of President Lynn W. Turner, Otterbein College.

April 26. President Arthur D. Wenger, Atlantic Christian College. Inaugu-

- ration of President Walter N. Ridley, Elizabeth City State Teachers College.
- April 30. President A. J. Eastwood, Limestone College. Inauguration of President Charles F. Marsh, Wofford College.
- May 2. President Fred G. Holloway, Drew University. 60th anniversary of the College of Saint Elizabeth.
- May 6. President Robert F. Goheen, Princeton University. Inauguration of President Mason W. Gross, Rutgers University.
- May 7. President Harold D. Fasnacht, La Verne College. Inauguration of President Ralph Prator, San Fernando Valley State College.
- May 9. President Harold W. Richardson, Franklin College of Indiana. Inauguration of President John E. Horner, Hanover College.
- May 22. Vice President Gilbert Malcolm, Dickinson College. Inauguration of President Gustave W. Weber, Susquehanna University.
- August 24-September 3. President Louis W. Norris, MacMurray College. Annual National Student Congress of the United States National Student Association.
- September 8. President Harold C. Case, Boston University. Inauguration of President Asa S. Knowles, Northeastern University.
- October 2. President Laurence M. Gould, Carleton College. Inauguration of President Harvey M. Rice, Macalester College.
- October 2. President J. Ralph Murray, Elmira College. Inauguration of President William S. Litterick, Keuka College.
- October 3. Dr. Fred C. Smith, Emeritus Vice-President, University of Tennessee. Inauguration of President Ralph W. Mohny, Tennessee Wesleyan College.
- October 8. President E. Wilson Lyon, Pomona College. Inauguration of President Charles E. Rothwell, Mills College.
- October 18. President P. W. Christian, Walla Walla College. Inauguration of President Louis B. Perry, Whitman College.
- October 30. President William W. Whitehouse, Albion College. Inauguration of President David A. Lockmiller, Ohio Wesleyan University.
- November 1-2. Dr. Louis D. Corson, Director, Retired Professors Registry. Annual Meeting of Association of Urban Universities.
- November 2-4. Dr. Robert J. Hanson, Valparaiso University. Annual Meeting of Association of American Medical Colleges.
- November 6. President Harold H. Lentz, Carthage College. Inauguration of President Arthur L. Knoblauch, Western Illinois University.
- November 20. President Russell J. Humbert, DePauw University. Inauguration of President Ralph A. Morgen, Rose Polytechnic Institute.
- December 14. President Donald L. Helfferich, Ursinus College. Inauguration of President Millard E. Gladfelter, Temple University.

# New College Presidents

Amherst College, Amherst, Massachusetts . . . . .	Calvin H. Plimpton
Beaver College, Jenkintown, Pennsylvania . . . . .	Edward D. Gates
Briarcliff College, Briarcliff Manor, New York . . . . .	Charles E. Adkins
Canisius College, Buffalo, New York . . . . .	James J. McGinley
Colby College, Waterville, Maine . . . . .	Robert E. L. Strider, II
College of Steubenville, Steubenville, Ohio . . . . .	Kevin R. Keelan
Dickinson College, Carlisle, Pennsylvania . . . . .	Howard L. Rubendall
Glendale College, Glendale, California . . . . .	Robert D. Haugh
High Point College, High Point, North Carolina . . . . .	Wendell M. Patton
Hunter College of the City of New York, New York . . . . .	John Joseph Meng
Idaho State College, Pocatello, Idaho . . . . .	Donald E. Walker
Judson College, Marion, Alabama . . . . .	Conwell A. Anderson
Lake Forest College, Lake Forest, Illinois . . . . .	William G. Cole
Mercer University, Macon, Georgia . . . . .	Rufus Harris
Rockford College, Rockford, Illinois . . . . .	John A. Howard
Rose Polytechnic Institute, Terre Haute, Indiana . . . . .	Ralph Alexander Morgen
Seton Hall University, South Orange, New Jersey . . . . .	John J. Dougherty
Spring Hill College, Spring Hill, Alabama . . . . .	A. William Crandell
St. Francis College, Loretto, Pennsylvania . . . . .	Columba J. Devlin
Texas Lutheran College, Sequin, Texas . . . . .	Marcus E. Rieke
Tulane University, New Orleans, Louisiana . . . . .	Herbert E. Longenecker
United States Air Force Academy, Colorado Springs, Colorado . . . . .	William S. Stone
University of Arkansas, Fayetteville, Arkansas . . . . .	David W. Mullins
University of Minnesota, Minneapolis, Minnesota . . . . .	O. Meredith Wilson



# Association of American Colleges

## 1960-61

Office of the Executive Director: 1818 R Street, N.W., Washington 9, D. C.  
Office of the Arts Program: 200 West 57th Street, New York 19, New York

### Directors and Officers

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Theodore M. Hesburgh, *President, University of Notre Dame*, Vice President  
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Theodore A. Distler, *Executive Director*  
G. D. Humphrey, *President, University of Wyoming*, Past President

1961 Courtney C. Smith, *President, Swarthmore College*  
1962 Harlan H. Hatcher, *President, University of Michigan*  
1963 Peyton N. Rhodes, *President, Southwestern at Memphis*  
1964 Rosemary Park, *President, Connecticut College*

Guy E. Snavelly, *Executive Director Emeritus*  
F. L. Wormald, *Associate Director*

### Standing Commissions

#### Commission on Academic Freedom and Tenure

1961 Walter C. Langsam, *President, University of Cincinnati*, Chairman  
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Robert D. Steele, *President, Carroll College, Wisconsin*  
1962 Hugh Borton, *President, Haverford College*  
John E. Horner, *President, Hanover College*  
Albert A. Lemieux, *President, Seattle University*  
1963 Frank G. Dickey, *President, University of Kentucky*  
Millard E. Gladfelter, *President, Temple University*  
Richard H. Heindel, *President, Wagner College*

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Melvin W. Hyde, *President, Evansville College*  
Grellet C. Simpson, *President, Mary Washington College*, Chairman  
G. Herbert Smith, *President, Willamette University*

- 1962 Perry E. Gresham, *President, Bethany College, West Virginia*  
 Frederick Hard, *President, Scripps College*  
 Weimer K. Hicks, *President, Kalamazoo College*  
 Albert C. Jacobs, *President, Trinity College, Connecticut*  
 1963 Sister Mary Benedict, *President, Clarke College*  
 Josiah Crudup, *President, Brenau College*  
 William C. Finch, *President, Southwestern University*  
 William J. Scarborough, *President, Baker University*

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- 1961 Hugh E. Dunn, *President, John Carroll University*, Vice Chairman  
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 Irvin E. Lunger, *President, Transylvania College*  
 William F. Quillian, Jr., *President, Randolph-Macon Woman's College*,  
 Chairman  
 Miller Upton, *President, Beloit College*  
 1962 Sister Mary Alice, *Executive Vice President, Barry College*  
 Paul W. Dieckman, *President, Midland College*  
 Fred G. Holloway, *President, Drew University*  
 R. A. McLemore, *President, Mississippi College*  
 Joseph C. Robert, *President, Hampden-Sydney College*  
 1963 Robert W. Gibson, *President, Monmouth College*  
 Wesley A. Hotchkiss, *General Secretary, Board of Home Missions, Congrega-*  
*tional Christian Churches*  
 Mother Gabrielle Husson, *President, Newton College of the Sacred Heart*  
 D. Ray Lindley, *President, Texas Christian University*  
 Herman B. Wells, *President, Indiana University*

#### Ex officio:

William J. Dunne, *Associate Secretary, College and University Dept.,*  
*National Catholic Educational Association*  
 Hubert C. Noble, *General Director, Commission on Higher Education,*  
*National Council of the Churches of Christ in the U.S.A.*  
 Secretary Treasurer: Guy E. Snively

#### Commission on College Finance

- 1961 John R. Everett, *President, Hollins College*  
 Melvin W. Hyde, *President, Evansville College*  
 James J. McGinley, *President, Camisius College*  
 John D. Millett, *President, Miami University*  
 Thomas A. Spragens, *President, Centre College of Kentucky*  
 1962 Howard R. Bowen, *President, Grinnell College*  
 Carter Davidson, *President, Union College and University*, Chairman  
 S. Walter Martin, *President, Emory University*  
 R. Franklin Thompson, *President, College of Puget Sound*  
 W. Terry Wickham, *President, Heidelberg College*  
 1963 William E. Park, *President, Simmons College*  
 Harvey M. Rice, *President, Macalester College*  
 Frank A. Rose, *President, University of Alabama*  
 Theodore P. Stephens, *President, Aurora College*  
 D. Frederick Wertz, *President, Lycoming College*

#### Commission on Faculty and Staff Benefits

- 1961 William C. Greenough, *President, Teachers Insurance and Annuity Association*  
Howard B. Jefferson, *President, Clark University*  
Travis A. White, *President, Midwestern University*  
1962 Albert W. Dent, *President, Dillard University*  
Charles E. Odegaard, *President, University of Washington*  
Edward J. O'Donnell, *President, Marquette University*  
1963 James Douglas Brown, *Dean of the Faculty, Princeton University, Chairman*  
Mark H. Ingraham, *Dean, College of Letters and Science, University of Wisconsin*  
Robert P. Ludlum, *President, Blackburn College*

#### Commission on International Understanding

- 1961 John F. X. Connolly, *President, University of San Francisco*  
Robert F. Goheen, *President, Princeton University*  
John L. McMahon, *President, Our Lady of the Lake College*  
Edward J. Sparling, *President, Roosevelt University*  
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1962 Harold D. Fasnacht, *President, La Verne College*  
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Rufus C. Harris, *President, Tulane University*  
F. Edward Lund, *President, Kenyon College*  
Sister Hildegard Marie, *President, College of Saint Elizabeth*  
1963 L. Vernon Caine, *President, Illinois College*  
Joseph E. McCabe, *President, Coe College*  
Virgil McCain, *President, Athens College*  
Robert W. McEwen, *President, Hamilton College*  
J. Ralph Murray, *President, Elmira College*

#### Commission on Legislation

- 1961 Hurst R. Anderson, *President, American University, Chairman*  
Glenn S. Dumke, *President, San Francisco State College*  
Paul Swain Havens, *President, Wilson College*  
1962 Henry K. Stanford, *President, Birmingham-Southern College*  
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Michael P. Walsh, *President, Boston College*  
1963 Oliver C. Carmichael, Jr., *President, Converse College*  
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#### Commission on Liberal Education

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Hubert Searcy, *President, Huntingdon College*

- 1962 William C. Fels, *President, Bennington College*  
 Lawrence L. Pelletier, *President, Allegheny College*  
 James P. Shannon, *President, College of St. Thomas*  
 Samuel R. Spencer, Jr., *President, Mary Baldwin College*  
 Richard H. Sullivan, *President, Reed College*  
 1963 James S. Coles, *President, Bowdoin College*  
 Douglas M. Knight, *President, Lawrence College*  
 Anne G. Pannell, *President, Sweet Briar College*  
 Samuel D. Proctor, *President, Virginia Union University*  
 Byron K. Trippet, *President, Wabash College, Chairman*

#### Commission on Professional and Graduate Study

- 1961 Rufus E. Clement, *President, Atlanta University*  
 A. Blair Knapp, *President, Denison University*  
 O. P. Kretzmann, *President, Valparaiso University, Chairman*  
 1962 Sister M. Camille, *President, College of Saint Teresa*  
 David D. Henry, *President, University of Illinois*  
 Russell J. Humbert, *President, DePaul University*  
 1963 George C. S. Benson, *President, Claremont Men's College*  
 Landrum R. Bolling, *President, Earlham College*  
 Louis W. Norris, *President, MacMurray College*

#### Commission on Teacher Education

- 1961 M. Ellis Drake, *President, Alfred University*  
 Thomas L. Popejoy, *President, University of New Mexico*  
 Andrew G. Truxal, *President, Hood College*  
 Harold L. Yochum, *President, Capital University*  
 1962 Edward McCrady, Jr., *Vice Chancellor, University of the South*  
 Paul C. Reinert, *President, Saint Louis University*  
 Sharvy G. Umbeck, *President, Knox College, Chairman*  
 Val H. Wilson, *President, Skidmore College*  
 1963 Philip G. Davidson, *President, University of Louisville*  
 John H. Dawson, *President, Adrian College*  
 Sister Mary Humiliata, *President, Immaculate Heart College*  
 Harry V. Masters, *President, Albright College*

## Representatives on Joint Committees and Other Organizations

#### Committee on Junior and Senior Colleges

George H. Armacost, *President, University of Redlands*  
 F. deW. Bolman, Jr., *President, Franklin and Marshall College*  
 H. Ellis Finger, *President, Millsaps College*

#### Joint Committee with Association of College and Research Libraries

Harvie Branscomb, *Chancellor, Vanderbilt University*  
 Frederic K. Miller, *President, Lebanon Valley College*  
 Henry King Stanford, *President, Birmingham-Southern College*

Joint Committee with Council for the Advancement of Small Colleges

Peter Sammartino, *President, Fairleigh Dickinson University*

Andrew G. Truxal, *President, Hood College*

Alan S. Wilson, *President, Hillyer College*

American Council on Education

1961 Hurst R. Anderson, *President, American University*

J. Ollie Edmunds, *President, Stetson University*

1962 A. Blair Knapp, *President, Denison University*

Celestin J. Steiner, *President, University of Detroit*

1963 James P. Baxter, III, *President, Williams College*

Arthur G. Coons, *President, Occidental College*

National Commission on Accrediting

1961 Sister Margaret Gertrude, *President, Nazareth College, Kentucky*

Rufus C. Harris, *President, Tulane University*

1962 Douglas M. Knight, *President, Lawrence College*

Martin D. Whitaker, *President, Lehigh University*

1963 Glenn S. Dumke, *President, San Francisco State College*

Thomas C. Mendenhall, *President, Smith College*

# Members of the Association of American Colleges

By order of the Association, in the case of universities the unit of membership is the university college of liberal arts. Unless otherwise indicated the name of the president or the chancellor is given in the column headed Executive Officer.

## *Institution*

## *Executive Officer*

### *Alabama*

Alabama College, Montevallo . . . . .	Howard M. Phillips
Athens College, Athens . . . . .	Virgil McCain
Auburn University, Auburn . . . . .	Ralph B. Draughon
Birmingham-Southern College, Birmingham . . . . .	Henry K. Stanford
Howard College, Birmingham . . . . .	Leslie S. Wright
Huntingdon College, Montgomery . . . . .	Hubert Searcy
Judson College, Marion . . . . .	Conwell A. Anderson
Miles College, Birmingham . . . . .	W. A. Bell
Oakwood College, Huntsville . . . . .	Garland J. Millet
St. Bernard College, St. Bernard . . . . .	Brian Egan
Spring Hill College, Spring Hill . . . . .	A. William Crandell
Stillman College, Tuscaloosa . . . . .	Samuel B. Hay
Talladega College, Talladega . . . . .	Arthur D. Gray
Tuskegee Institute, Tuskegee . . . . .	Luther H. Foster
University of Alabama, University . . . . .	Frank A. Rose

### *Alaska*

University of Alaska, College . . . . .	Ernest N. Patty
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### *Arizona*

Arizona State University, Tempe . . . . .	J. Lawrence Walkup
University of Arizona, Tucson . . . . .	Richard A. Harvill

### *Arkansas*

Agricultural, Mechanical and Normal College, Pine Bluff . . . . .	Lawrence A. Davis
Arkansas College, Batesville . . . . .	Paul M. McCain
Arkansas State College, State College . . . . .	Carl R. Reng
College of the Ozarks, Clarksville . . . . .	Winslow S. Drummond

Harding College, Searcy . . . . .	George S. Benson
Hendrix College, Conway . . . . .	Marshall T. Steel
Ouachita Baptist College, Arkadelphia . . . . .	Ralph A. Phelps, Jr.
Philander Smith College, Little Rock . . . . .	M. LaFayette Harris
University of Arkansas, Fayetteville . . . . .	David W. Mullins

## California

California College of Arts and Crafts, Oakland . . . . .	Harry X. Ford, <i>Acting</i>
California Institute of Technology, Pasadena . . . . .	Lee A. DuBridge
California Western University, San Diego . . . . .	William C. Rust
Claremont Men's College, Claremont . . . . .	George C. S. Benson
College of Notre Dame, Belmont . . . . .	Sister Catharine Julie
College of the Holy Names, Oakland . . . . .	Sister Imelda Maria
College of the Pacific, Stockton . . . . .	Robert E. Burns
Dominican College, San Rafael . . . . .	Sister Mary Patrick
Harvey Mudd College, Claremont . . . . .	Joseph B. Platt
Immaculate Heart College, Los Angeles . . . . .	Sister Mary Humiliata
La Sierra College, Arlington . . . . .	Norval F. Pease
La Verne College, La Verne . . . . .	Harold D. Fasnacht
Loyola University of Los Angeles, Los Angeles . . . . .	Charles S. Casassa
Mills College, Oakland . . . . .	Charles Easton Rothwell
Mount St. Mary's College, Los Angeles . . . . .	Sister Rose Gertrude
Occidental College, Los Angeles . . . . .	Arthur G. Coons
Pacific Union College, Angwin . . . . .	R. W. Fowler
Pasadena College, Pasadena . . . . .	Russell V. DeLong
Pepperdine College, Los Angeles . . . . .	M. Norvel Young
Pomona College, Claremont . . . . .	E. Wilson Lyon
Sacramento State College, Sacramento . . . . .	Guy A. West
Saint Mary's College, St. Mary's College . . . . .	Brother S. Albert
San Diego College for Women, San Diego . . . . .	Mother Frances J. Danz
San Diego State College, San Diego . . . . .	Malcolm A. Love
San Francisco College for Women, San Francisco . . . . .	Mother Catherine Parks
San Francisco State College, San Francisco . . . . .	Glenn S. Dumke
Scripps College, Claremont . . . . .	Frederick Hard
Stanford University, Stanford University . . . . .	J. E. Wallace Sterling
University of Redlands, Redlands . . . . .	George H. Armacost
University of San Diego, College for Men, San Diego . . . . .	Russell Wilson
University of San Francisco, San Francisco . . . . .	John F. X. Connolly
University of Santa Clara, Santa Clara . . . . .	Patrick A. Donohoe
University of Southern California, Los Angeles . . . . .	Norman H. Topping
Westmont College, Santa Barbara . . . . .	Roger J. Voskuyl
Whittier College, Whittier . . . . .	Paul S. Smith
Upland College, Upland . . . . .	John Z. Martin

## Colorado

Colorado College, Colorado Springs . . . . .	Louis T. Benezet
Loretto Heights College, Loretto . . . . .	Sister Frances Marie



Regis College, Denver . . . . .	Richard F. Ryan
University of Colorado, Boulder . . . . .	Quigg Newton
University of Denver, Denver . . . . .	Chester M. Alter
United States Air Force Academy, Colorado Springs . . . . .	William S. Stone

### *Connecticut*

Albertus Magnus College, New Haven . . . . .	Sister Marie Louise Hubert
Annhurst College, Putnam . . . . .	Mother Anne Emelienne
Connecticut College, New London . . . . .	Rosemary Park
Fairfield University, Fairfield . . . . .	James E. FitzGerald
Hillyer College, Hartford . . . . .	Alan S. Wilson
Saint Joseph College, West Hartford . . . . .	Sister Mary Theodore
Trinity College, Hartford . . . . .	Albert C. Jacobs
University of Bridgeport, Bridgeport . . . . .	James H. Halsey
Wesleyan University, Middletown . . . . .	Victor L. Butterfield
Yale University, New Haven . . . . .	A. Whitney Griswold

### *Delaware*

Delaware State College, Dover . . . . .	Jerome H. Holland
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### *District of Columbia*

American University, Washington . . . . .	Hurst R. Anderson
Catholic University of America, Washington . . . . .	William J. McDonald
Dunbarton College of Holy Cross, Washington . . . . .	Sister M. Mildred Dolores
Gallaudet College, Washington . . . . .	Leonard M. Elstad
George Washington University, Washington . . . . .	Oswald S. Colclough, <i>Acting</i>
Georgetown University, Washington . . . . .	Edward B. Bunn
Howard University, Washington . . . . .	Mordecai W. Johnson
Trinity College, Washington . . . . .	Sister Margaret
Washington Missionary College, Takoma Park . . . . .	Charles B. Hirsch

### *Florida*

Barry College, Miami . . . . .	Sister Mary Alice, <i>Exec. Vice Pres.</i>
Bethune-Cookman College, Daytona Beach . . . . .	Richard V. Moore
Florida Agricultural and Mechanical College, Tallahassee . . . . .	George W. Gore, Jr.
Florida Normal and Industrial Memorial College, St. Augustine . . . . .	R. W. Puryear
Florida Southern College, Lakeland . . . . .	Charles T. Thrift, Jr.
Florida State University, Tallahassee . . . . .	Robert M. Strozier
Rollins College, Winter Park . . . . .	Hugh F. McKean
Stetson University, DeLand . . . . .	J. Ollie Edmunds
University of Florida, Gainesville . . . . .	J. Wayne Reitz
University of Miami, Coral Gables . . . . .	Jay F. W. Pearson
University of Tampa, Tampa . . . . .	David M. Delo

## Georgia

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Atlanta University, Atlanta . . . . .	Rufus E. Clement
Berry College, Mount Berry . . . . .	John R. Bertrand
Brenau College, Gainesville . . . . .	Josiah Crudup
Clark College, Atlanta . . . . .	James P. Brawley
Emory University, Atlanta 22 . . . . .	S. Walter Martin
Fort Valley State College, Fort Valley . . . . .	C. V. Troup
Georgia Institute of Technology, Atlanta . . . . .	Edwin D. Harrison
Georgia State College of Business Administration . . . . .	Noah Langdale
Georgia State College for Women, Milledgeville . . . . .	Robert E. Lee
LaGrange College, LaGrange . . . . .	Wights G. Henry, Jr.
Mercer University, Macon . . . . .	Rufus Harris
Morehouse College, Atlanta . . . . .	Benjamin E. Mays
Morris Brown College, Atlanta . . . . .	F. J. Cunningham, <i>Acting</i>
North Georgia College, Dahlonega . . . . .	Merritt E. Hoag
Oglethorpe University, Oglethorpe University . . . . .	Donald C. Agnew
Paine College, Augusta . . . . .	E. Clayton Calhoun
Piedmont College, Demorest . . . . .	James E. Walter
Shorter College, Rome . . . . .	Randall H. Minor
Spelman College, Atlanta . . . . .	Albert E. Manley
Tift College, Forsyth . . . . .	Carey T. Vinzant
University of Georgia, Athens . . . . .	Omer C. Aderhold
Valdosta State College, Valdosta . . . . .	J. Ralph Thaxton
Wesleyan College, Macon . . . . .	

## Hawaii

University of Hawaii, Honolulu . . . . .	Lawrence H. Snyder
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## Idaho

College of Idaho, Caldwell . . . . .	Tom E. Shearer
Idaho State College, Pocatello . . . . .	Donald E. Walker
Northwest Nazarene College, Nampa . . . . .	John E. Riley

## Illinois

Augustana College, Rock Island . . . . .	Conrad Bergendoff
Aurora College, Aurora . . . . .	Theodore P. Stephens
Barat College of the Sacred Heart, Lake Forest . . . . .	Mother Margaret Burke
Blackburn College, Carlinville . . . . .	Robert P. Ludlum
Bradley University, Peoria . . . . .	Harold P. Rodes
Carthage College, Carthage . . . . .	Harold H. Lentz
College of St. Francis, Joliet . . . . .	Sister M. Elvira
De Paul University, Chicago . . . . .	Comerford J. O'Malley
Elmhurst College, Elmhurst . . . . .	Robert C. Stanger
Eureka College, Eureka . . . . .	Ira W. Langston
George Williams College, Chicago . . . . .	John R. McCurdy
Greenville College, Greenville . . . . .	Henry J. Long
Illinois College, Jacksonville . . . . .	L. Vernon Caine

Illinois Institute of Technology, Chicago . . . . .	J. T. Rettaliata
Illinois Wesleyan University, Bloomington . . . . .	Lloyd M. Bertholf
Knox College, Galesburg . . . . .	Sharvy G. Umbeck
Lake Forest College, Lake Forest . . . . .	William G. Cole
Loyola University, Chicago . . . . .	James F. Maguire
MacMurray College, Jacksonville . . . . .	Louis W. Norris
Maryknoll Seminary, Glen Ellyn . . . . .	George M. Buckley
McKendree College, Lebanon . . . . .	Webb B. Garrison
Millikin University, Decatur . . . . .	Paul L. McKay
Monmouth College, Monmouth . . . . .	Robert W. Gibson
Mundelein College, Chicago . . . . .	Sister Mary Ann Ida
North Central College, Naperville . . . . .	C. Harve Geiger
Northwestern University, Evanston . . . . .	James Roscoe Miller
Olivet Nazarene College, Kankakee . . . . .	Harold W. Reed
Quincy College, Quincy . . . . .	Julian Woods
Rockford College, Rockford . . . . .	John A. Howard
Roosevelt University, Chicago . . . . .	Edward J. Sparling
Rosary College, River Forest . . . . .	Sister Mary Aurelia
St. Procopius College, Lisle . . . . .	Daniel W. Kucera
Saint Xavier College, Chicago . . . . .	Sister Mary Huberta
Shimer College, Mount Carroll . . . . .	F. Joseph Mullin
Southern Illinois University, Carbondale . . . . .	Delyte W. Morris
The Principia, Elsau . . . . .	William E. Morgan
University of Chicago, Chicago . . . . .	Lawrence A. Kimpton
University of Illinois, Urbana . . . . .	David D. Henry
Wheaton College, Wheaton . . . . .	V. R. Edman

## Indiana

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Butler University, Indianapolis . . . . .	M. O. Ross
DePauw University, Greencastle . . . . .	Russell J. Humbert
Earlham College, Richmond . . . . .	Landrum R. Bolling
Evansville College, Evansville . . . . .	Melvin W. Hyde
Franklin College, Franklin . . . . .	Harold W. Richardson
Goshen College, Goshen . . . . .	Paul Mininger
Hanover College, Hanover . . . . .	John E. Horner
Indiana Central College, Indianapolis . . . . .	I. Lynd Esch
Indiana University, Bloomington . . . . .	Herman B. Wells
Manchester College, North Manchester . . . . .	A. Blair Helman
Marian College, Indianapolis . . . . .	Francis J. Reine
Rose Polytechnic Institute, Terre Haute . . . . .	Ralph Alexander Morgen
Saint Francis College, Fort Wayne . . . . .	Sister M. Rosanna
Saint Joseph's College, Collegeville . . . . .	Raphael H. Gross
Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods . . . . .	Sister Francis Joseph
Saint Mary's College, Notre Dame . . . . .	Sister M. Madeleva
Taylor University, Upland . . . . .	B. Joseph Martin
University of Notre Dame, Notre Dame . . . . .	Theodore M. Hesburgh
Valparaiso University, Valparaiso . . . . .	O. P. Kretzmann
Wabash College, Crawfordsville . . . . .	Byron K. Trippet

## Iowa

Briar Cliff College, Sioux City . . . . .	Sister Mary Matilda
Buena Vista College, Storm Lake . . . . .	John A. Fisher
Central College, Pella . . . . .	G. T. Vander Lugt
Clarke College, Dubuque . . . . .	Sister Mary Benedict Phelan
Coe College, Cedar Rapids . . . . .	Joseph E. McCabe
Cornell College, Mt. Vernon . . . . .	Russell D. Cole
Drake University, Des Moines . . . . .	Henry G. Harmon
Grinnell College, Grinnell . . . . .	Howard R. Bowen
Iowa Wesleyan College, Mt. Pleasant . . . . .	J. Raymond Chadwick
Loras College, Dubuque . . . . .	D. V. Foley
Luther College, Decorah . . . . .	J. W. Ylvisaker
Marycrest College, Davenport . . . . .	Mother Mary Geraldine
Morningside College, Sioux City . . . . .	J. Richard Palmer
Parsons College, Fairfield . . . . .	Millard G. Roberts
St. Ambrose College, Davenport . . . . .	William J. Collins
Simpson College, Indianola . . . . .	William E. Kerstetter
State University of Iowa, Iowa City . . . . .	Virgil M. Hancher
University of Dubuque, Dubuque . . . . .	Gaylord M. Couchman
Upper Iowa University, Fayette . . . . .	Eugene E. Garbee
Wartburg College, Waverly . . . . .	C. H. Becker
Westmar College, Le Mars . . . . .	H. H. Kalas
William Penn College, Oskaloosa . . . . .	Sheppard A. Watson

## Kansas

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Bethany College, Lindsborg . . . . .	L. Dale Lund
Bethel College, North Newton . . . . .	David C. Wedel
College of Emporia, Emporia . . . . .	Luther E. Sharpe
Fort Hays Kansas State College, Hays . . . . .	M. C. Cunningham
Friends University, Wichita . . . . .	Lowell E. Roberts
Kansas State College of Pittsburg, Pittsburg . . . . .	Leonard H. Axe
Kansas Wesleyan University, Salina . . . . .	D. Arthur Zook
Marymount College, Salina . . . . .	Sister Etta Louise Knaup
McPherson College, McPherson . . . . .	D. W. Bittinger
Mount St. Scholastica College, Atchison . . . . .	Mother M. Alfred Schroll
Ottawa University, Ottawa . . . . .	Andrew B. Martin
St. Benedict's College, Atchison . . . . .	Brendan Downey
Saint Mary College, Xavier . . . . .	Arthur M. Murphy
Southwestern College, Winfield . . . . .	C. Orville Strohl
Sterling College, Sterling . . . . .	William M. McCreery
University of Kansas, Lawrence . . . . .	Franklin D. Murphy
University of Wichita, Wichita . . . . .	Harry F. Corbin
Washburn University of Topeka, Topeka . . . . .	Bryan S. Stoffer

## Kentucky

Asbury College, Wilmore . . . . .	Z. T. Johnson
Bellarmine College, Louisville . . . . .	Alfred F. Horrigan

Berea College, Berea . . . . .	Francis S. Hutchins
Centre College, Danville . . . . .	Thomas A. Spragens
Georgetown College, Georgetown . . . . .	Robert Lee Mills
Kentucky Wesleyan College, Owensboro . . . . .	Harold P. Hamilton, <i>Acting</i>
Nazareth College, Louisville . . . . .	Sister Margaret Gertrude
Pennsylvania College, Lexington . . . . .	Irvin E. Lungert
Union College, Barbourville . . . . .	Mahlon A. Miller
University of Kentucky, Lexington . . . . .	Frank G. Dickey
University of Louisville, Louisville . . . . .	Philip G. Davidson
Ursuline College, Louisville . . . . .	Mother Mary Cosma
Villa Madonna College, Covington . . . . .	John F. Murphy

### *Louisiana*

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Dillard University, New Orleans . . . . .	Albert W. Dent
Louisiana College, Pineville . . . . .	G. Earl Guinn
Louisiana Polytechnic Institute, Ruston . . . . .	R. L. Ropp
Louisiana State University, University . . . . .	Troy H. Middleton
Loyola University, New Orleans . . . . .	W. Patrick Donnelly
McNeese State College, Lake Charles . . . . .	W. N. Cusic
Newcomb College, New Orleans . . . . .	John R. Hubbard, <i>Dean</i>
Northeast Louisiana State College, Monroe . . . . .	George T. Walker
Northwestern State College, Natchitoches . . . . .	John S. Kyser
Notre Dame Seminary, New Orleans . . . . .	John McQuade
St. Mary's Dominican College, New Orleans . . . . .	Sister Mary Louise
Southeastern Louisiana College, Hammond . . . . .	L. H. Dyson
Southern University, Baton Rouge . . . . .	Felton G. Clark
Southwestern Louisiana Institute, Lafayette . . . . .	Joel L. Fletcher
Tulane University, New Orleans . . . . .	Herbert Longenecker
Xavier University, New Orleans . . . . .	Sister M. Josephina

### *Maine*

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Bowdoin College, Brunswick . . . . .	James S. Coles
Colby College, Waterville . . . . .	Julius Seelye Bixler
Saint Joseph's College, North Windham . . . . .	Sister Mary Carmel
University of Maine, Orono . . . . .	Lloyd H. Elliott

### *Maryland*

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Goucher College, Towson, Baltimore . . . . .	Otto F. Kraushaar
Hood College, Frederick . . . . .	Andrew G. Truxal
Johns Hopkins University, Baltimore . . . . .	Milton S. Eisenhower
Loyola College, Baltimore . . . . .	Vincent F. Beatty
Morgan State College, Baltimore . . . . .	Martin D. Jenkins
Mount St. Agnes College, Baltimore . . . . .	Sister Mary Cleophas Costello
Mount Saint Mary's College, Emmitsburg . . . . .	J. L. Sheridan

St. John's College, Annapolis . . . . .	Richard D. Weigle
Saint Joseph College, Emmitsburg . . . . .	Sister Hilda Gleason
United States Naval Academy, Annapolis . . . . .	Charles L. Melson
University of Maryland, College Park . . . . .	Wilson H. Elkins
Washington College, Chestertown . . . . .	Daniel Z. Gibson
Western Maryland College, Westminster . . . . .	Lowell S. Ensor
Woodstock College, Woodstock . . . . .	Edward J. Sponga

## *Massachusetts*

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Amherst College, Amherst . . . . .	Calvin H. Plimpton
Anna Maria College, Paxton . . . . .	Sister Irene Marie
Assumption College, Worcester . . . . .	Armand H. Desautels
Atlantic Union College, South Lancaster . . . . .	L. M. Stump
Boston College, Chestnut Hill . . . . .	Michael P. Walsh
Boston University, Boston . . . . .	Harold C. Case
Brandeis University, Waltham . . . . .	Abram L. Sachar
Clark University, Worcester . . . . .	Howard B. Jefferson
College of Our Lady of the Elms, Chicopee . . . . .	Sister Rose William
College of the Holy Cross, Worcester . . . . .	William A. Donaghy
Eastern Nazarene College, Wollaston . . . . .	Edward S. Mann
Emerson College, Boston . . . . .	S. Justus McKinley
Emmanuel College, Boston . . . . .	Sister Alice Gertrude
Harvard University, Cambridge . . . . .	Nathan M. Pusey
Lesley College, Cambridge . . . . .	
Massachusetts Institute of Technology, Cambridge . . . . .	Julius A. Stratton
Merrimack College, North Andover . . . . .	Vincent A. McQuade
Mount Holyoke College, South Hadley . . . . .	Richard G. Gettell
Newton College of the Sacred Heart, Newton . . . . .	Mother Gabrielle Husson
Northeastern University, Boston . . . . .	Asa S. Knowles
Radcliffe College, Cambridge . . . . .	Mary I. Bunting
Regis College, Weston . . . . .	Sister Mary Alice
Simmons College, Boston . . . . .	William E. Park
Smith College, Northampton . . . . .	Thomas C. Mendenhall
Springfield College, Springfield . . . . .	Glenn A. Olds
Stonehill College, North Easton . . . . .	Richard H. Sullivan
Suffolk University, Boston . . . . .	Robert J. Munce
Tufts University, Medford . . . . .	Nils Y. Wessell
University of Massachusetts, Amherst . . . . .	J. Paul Mather
Wellesley College, Wellesley . . . . .	Margaret Clapp
Wheaton College, Norton . . . . .	A. Howard Meneely
Williams College, Williamstown . . . . .	James P. Baxter, III
Worcester Polytechnic Institute, Worcester . . . . .	Arthur B. Bronwell

## *Michigan*

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Albion College, Albion . . . . .	William W. Whitehouse
Alma College, Alma . . . . .	Robert D. Swanson
Aquinas College, Grand Rapids . . . . .	Arthur F. Bulkowski

Calvin College, Grand Rapids . . . . .	William Spoelhof
Central Michigan University, Mount Pleasant . . . . .	Judson W. Foust
Emmanuel Missionary College, Berrien Springs . . . . .	F. O. Rittenhouse
Hillsdale College, Hillsdale . . . . .	J. Donald Phillips
Hope College, Holland . . . . .	Irwin J. Lubbers
Kalamazoo College, Kalamazoo . . . . .	Weimer K. Hicks
Madonna College, Livonia . . . . .	Sister M. Assumpta
Marygrove College, Detroit . . . . .	Sister M. Honora
Mercy College, Detroit . . . . .	Sister Mary Lucille
Michigan State University of Agriculture and Applied Science, East Lansing . . . . .	John A. Hannah
Nazareth College, Nazareth . . . . .	Sister Marie Kathleen
Olivet College, Olivet . . . . .	Gorton Riethmiller
Siena Heights College, Adrian . . . . .	Sister Benedicta Marie
University of Detroit, Detroit . . . . .	Celestin J. Steiner
University of Michigan, Ann Arbor . . . . .	Harlan H. Hatcher
Wayne State University, Detroit . . . . .	Clarence B. Hilberly
Western Michigan University, Kalamazoo . . . . .	Paul V. Sangren

### *Minnesota*

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Bethel College and Seminary, Saint Paul . . . . .	Carl H. Lundquist
Carleton College, Northfield . . . . .	Laurence M. Gould
College of St. Benedict, St. Joseph . . . . .	Sister M. Remberta
College of St. Catherine, St. Paul . . . . .	Sister Mary William
College of St. Scholastica, Duluth . . . . .	Sister M. Joselyn
College of Saint Teresa, Winona . . . . .	Sister M. Camille
College of St. Thomas, St. Paul . . . . .	James P. Shannon
Concordia College, Moorhead . . . . .	Joseph L. Knutson
Gustavus Adolphus College, St. Peter . . . . .	Edgar M. Carlson
Hamline University, St. Paul . . . . .	Paul H. Giddens
Macalester College, St. Paul . . . . .	Harvey M. Rice
Saint John's University, Collegeville . . . . .	Arno Gustin
Saint Mary's College, Winona . . . . .	Brother I. Basil
Saint Olaf College, Northfield . . . . .	Clemens M. Granskou
University of Minnesota, Minneapolis . . . . .	O. Meredith Wilson

### *Mississippi*

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Blue Mountain College, Blue Mountain . . . . .	Lawrence T. Lowrey
Delta State College, Cleveland . . . . .	J. M. Ewing
Jackson State College, Jackson . . . . .	Jacob L. Reddix
Millsaps College, Jackson . . . . .	H. Ellis Finger, Jr.
Mississippi College, Clinton . . . . .	R. A. McLemore
Mississippi Southern College, Hattiesburg . . . . .	W. D. McCain
Mississippi State University of Agriculture and Applied Science, State College . . . . .	Ben F. Hilbun
Mississippi State College for Women, Columbus . . . . .	Charles P. Hogarth
Tougaloo Southern Christian College, Tougaloo . . . . .	Samuel C. Kincheloe



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William Carey College, Hattiesburg . . . . .	J. Ralph Noonkester

### *Missouri*

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College of St. Teresa, Kansas City . . . . .	Sister M. Alfred Noble
Culver-Stockton College, Canton . . . . .	Fred Helsabeck
Drury College, Springfield . . . . .	James Franklin Findlay
Fontbonne College, St. Louis . . . . .	Sister Mary Marguerite Sheeley
Lindenwood College, St. Charles . . . . .	Franc L. McCluer
Maryville College of the Sacred Heart, St. Louis . . . . .	Mother M. Erskine
Missouri Valley College, Marshall . . . . .	M. Earle Collins
Park College, Parkville . . . . .	Paul H. Morrill
Rockhurst College, Kansas City . . . . .	Maurice E. Van Ackeren
Saint Louis University, St. Louis . . . . .	Paul C. Reinert
Tarkio College, Tarkio . . . . .	Clyde H. Canfield
University of Kansas City, Kansas City . . . . .	Richard M. Drake
University of Missouri, Columbia . . . . .	Elmer Ellis
Washington University, St. Louis . . . . .	Ethan A. H. Shepley
Webster College, Webster Groves . . . . .	Sister M. Francetta
Westminster College, Fulton . . . . .	Robert L. D. Davidson
William Jewell College, Liberty . . . . .	Walter Pope Binns

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College of Great Falls, Great Falls . . . . .	J. J. Donovan
Rocky Mountain College, Billings . . . . .	Philip M. Widenhouse

### *Nebraska*

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Creighton University, Omaha . . . . .	Carl M. Reinert
Dana College, Blair . . . . .	C. C. Madsen
Doane College, Crete . . . . .	Donald M. Typer
Duchesne College, Omaha . . . . .	Mother Dorothy Clark
Hastings College, Hastings . . . . .	Thereon B. Maxson
Midland College, Fremont . . . . .	Paul W. Dieckman
Municipal University of Omaha, Omaha . . . . .	P. Milo Bail
Nebraska Wesleyan University, Lincoln . . . . .	Vance D. Rogers
Union College, Lincoln . . . . .	David J. Bieber

### *Nevada*

University of Nevada, Reno . . . . .	Charles J. Armstrong
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### *New Hampshire*

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Mount Saint Mary College, Hooksett . . . . .	Sister M. Mauritia

Rivier College, Nashua . . . . .	Sister Clarice de St. Marie
Saint Anselm's College, Manchester . . . . .	Gerald F. McCarthy
University of New Hampshire, Durham . . . . .	Eldon L. Johnson

### *New Jersey*

Caldwell College for Women, Caldwell . . . . .	Sister M. Marguerite
College of St. Elizabeth, Convent Station . . . . .	Sister Hildegarde Marie
Douglass College (founded as New Jersey College for Women), Rutgers University, New Brunswick . . . . .	
Drew University, Madison . . . . .	Fred G. Holloway
Fairleigh Dickinson University, Rutherford . . . . .	Peter Sammartino
Georgian Court College, Lakewood . . . . .	Mother Marie Anna
Newark College of Engineering, Newark . . . . .	Robert W. Van Houten
Princeton University, Princeton . . . . .	Robert F. Goheen
Rider College, Trenton . . . . .	Franklin F. Moore
Rutgers The State University of N. J., New Brunswick . . . . .	Mason W. Gross
Saint Peter's College, Jersey City . . . . .	James J. Shanahan
Seton Hall University, South Orange . . . . .	John J. Dougherty
Stevens Institute of Technology, Hoboken . . . . .	Jess H. Davis
Upsala College, East Orange . . . . .	Evald B. Lawson

### *New Mexico*

University of New Mexico, Albuquerque . . . . .	Thomas L. Popejoy
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### *New York*

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Alfred University, Alfred . . . . .	M. Ellis Drake
Bard College, Annandale-on-Hudson . . . . .	K. Brent Woodruff, <i>Acting</i>
Barnard College, Columbia University, New York	Millicent Carey McIntosh
Bellarmino College, Plattsburg . . . . .	William Gleason
Brooklyn College, Brooklyn . . . . .	Harry David Gideonse
Canisius College, Buffalo . . . . .	Philip E. Dobson
City College of the City of New York, New York	Buell G. Gallagher
Clarkson College of Technology, Potsdam . . . . .	William G. Van Note
Colgate University, Hamilton . . . . .	Everett Needham Case
College of Mount Saint Vincent, New York . . . . .	Sister Catharine Marie
College of New Rochelle, New Rochelle . . . . .	Mother Mary Peter Carthy
College of Saint Rose, Albany . . . . .	Sister Catherine Francis
Columbia University, New York . . . . .	Grayson L. Kirk
Cornell University, Ithaca . . . . .	Deane W. Malott
D'Youville College, Buffalo . . . . .	Sister Catherine of Siena
Elmira College, Elmira . . . . .	J. Ralph Murray
Finch College, New York . . . . .	Roland R. DeMarco
Fordham University, New York . . . . .	Laurence J. McGinley
Good Counsel College, White Plains . . . . .	Mother Mary Dolores
Hamilton College, Clinton . . . . .	Robert W. McEwen

Harpur College, Endicott . . . . .	Glenn G. Bartle
Hartwick College, Oneonta . . . . .	Frederick M. Binder
Hobart and William Smith Colleges, Geneva . . . . .	Louis M. Hirshson
Hofstra College, Hempstead . . . . .	John C. Adams
Houghton College, Houghton . . . . .	Stephen W. Paine
Hunter College of the City of New York, New York . . . . .	George N. Shuster
Iona College, New Rochelle . . . . .	Brother Richard B. Power
Ithaca College, Ithaca . . . . .	Howard I. Dillingham
Keuka College, Keuka Park . . . . .	William S. Litterick
Le Moyne College, Syracuse . . . . .	Robert F. Grewen
Manhattan College, New York . . . . .	Brother Augustine Philip
Manhattanville College of the Sacred Heart, Purchase . . . . .	Mother Eleanor M. O'Byrne
Marymount College, Tarrytown . . . . .	Mother M. du Sacré Coeur
Nazareth College, Rochester . . . . .	Mother M. Helene
New York University, New York . . . . .	Carroll V. Newsom
Niagara University, Niagara Falls . . . . .	Vincent T. Swords
Notre Dame College of Staten Island, Grymes Hill	Mother Saint Egbert
Pace College, New York . . . . .	Robert S. Pace
Polytechnic Institute of Brooklyn, Brooklyn . . . . .	Ernst Weber
Pratt Institute, Brooklyn . . . . .	Robert F. Oxnam
Queens College of the City of New York, Flushing	Harold W. Stoke
Rosary Hill College, Buffalo . . . . .	Sister M. Angela
Russell Sage College, Troy . . . . .	Lewis A. Froman
St. Bonaventure University, St. Bonaventure . . . . .	Brian Lhota
St. Francis College, Brooklyn . . . . .	Brother Urban
St. John's University, Jamaica . . . . .	John A. Flynn
Saint Joseph's College for Women, Brooklyn . . . . .	Sister Vincent Therese
St. Lawrence University, Canton . . . . .	Eugene G. Bewkes
Sarah Lawrence College, Bronxville . . . . .	Harrison Tweed
School of General Studies, Columbia University, New York . . . . .	Clifford L. Lord, <i>Dean</i>
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Skidmore College, Saratoga Springs . . . . .	Val H. Wilson
State University of New York, Albany . . . . .	Thomas H. Hamilton
Syracuse University, Syracuse . . . . .	William P. Tolley
Union College, Schenectady . . . . .	Carter Davidson
United States Military Academy, West Point . . . . .	Garrison H. Davidson
University of Buffalo, Buffalo . . . . .	Clifford C. Furnas
University of Rochester, Rochester . . . . .	C. W. de Kiewiet
Vassar College, Poughkeepsie . . . . .	Sarah G. Blanding
Wagner College, Staten Island . . . . .	Richard H. Heindel
Wells College, Aurora . . . . .	Louis J. Long
Yeshiva University, New York . . . . .	Samuel Belkin

### *North Carolina*

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Atlantic Christian College, Wilson . . . . .	Arthur D. Wenger
Belmont Abbey College, Belmont . . . . .	Cuthbert E. Allen

Bennett College, Greensboro . . . . .	Willie B. Player
Catawba College, Salisbury . . . . .	A. R. Keppel
Davidson College, Davidson . . . . .	D. Grier Martin
Duke University, Durham . . . . .	A. Hollis Edens
East Carolina College, Greenville . . . . .	John D. Messick
Elon College, Elon College . . . . .	J. E. Danieleley
Flora Macdonald College, Red Springs . . . . .	Marshall Scott Woodson
Greensboro College, Greensboro . . . . .	Harold H. Hutson
Guilford College, Guilford . . . . .	Clyde A. Milner
High Point College, High Point . . . . .	Wendell M. Patton
Johnson C. Smith University, Charlotte . . . . .	Rufus P. Perry
Lenoir Rhyne College, Hickory . . . . .	Voigt R. Cromer
Livingstone College, Salisbury . . . . .	Samuel E. Duncan
Meredith College, Raleigh . . . . .	Carlyle Campbell
North Carolina College at Durham, Durham . . . . .	Alfonso Elder
Pembroke State College, Pembroke . . . . .	Walter J. Gale
Pfeiffer College, Misenheimer . . . . .	J. Lem Stokes, II
Queens College, Charlotte . . . . .	Edwin R. Walker
Saint Augustine's College, Raleigh . . . . .	James A. Boyer
Salem College, Winston-Salem . . . . .	Dale H. Gramley
Shaw University, Raleigh . . . . .	William R. Strassner
University of North Carolina, Chapel Hill . . . . .	William C. Friday
Wake Forest College, Winston-Salem . . . . .	Harold W. Tribble
Woman's College, University of North Carolina, Greensboro . . . . .	Gordon W. Blackwell

## *North Dakota*

Jamestown College, Jamestown . . . . .	Edwin H. Rian
University of North Dakota, Grand Forks . . . . .	George W. Starcher

## *Ohio*

Antioch College, Yellow Springs . . . . .	James P. Dixon, Jr.
Ashland College, Ashland . . . . .	Glenn L. Clayton
Baldwin-Wallace College, Berea . . . . .	A. B. Bonds, Jr.
Bluffton College, Bluffton . . . . .	Lloyd L. Ramseyer
Bowling Green State University, Bowling Green . . . . .	Ralph W. McDonald
Capital University, Columbus . . . . .	Harold L. Yochum
Case Institute of Technology, Cleveland . . . . .	T. Keith Glennan
Central State College, Wilberforce . . . . .	Charles H. Wesley
College of Mount St. Joseph, Mount St. Joseph . . . . .	Sister Maria Corona
College of St. Mary of the Springs, Columbus . . . . .	Sister M. Angelita
College of Wooster, Wooster . . . . .	Howard F. Lowry
Defiance College, Defiance . . . . .	Kevin C. McCann
Denison University, Granville . . . . .	A. Blair Knapp
Fenn College, Cleveland . . . . .	G. Brooks Earnest
Findlay College, Findlay . . . . .	O. J. Wilson
Heidelberg College, Tiffin . . . . .	W. Terry Wickham
Hiram College, Hiram . . . . .	Paul F. Sharp
John Carroll University, Cleveland . . . . .	Hugh E. Dunn

Kent State University, Kent . . . . .	George A. Bowman
Kenyon College, Gambier . . . . .	F. Edward Lund
Lake Erie College, Painesville . . . . .	Paul Weaver
Marietta College, Marietta . . . . .	William Bay Irvine
Mary Manse College, Toledo . . . . .	Sister John Baptist
Miami University, Oxford . . . . .	John D. Millett
Mount Union College, Alliance . . . . .	Carl C. Bracy
Muskingum College, New Concord . . . . .	Robert N. Montgomery
Notre Dame College, South Euclid . . . . .	Sister Mary Loyole
Oberlin College, Oberlin . . . . .	Robert K. Carr
Ohio Northern University, Ada . . . . .	F. Bringle McIntosh
Ohio State University, Columbus . . . . .	Novice G. Fawcett
Ohio Wesleyan University, Delaware . . . . .	David A. Lockmiller
Otterbein College, Westerville . . . . .	Lynn W. Turner
Our Lady of Cincinnati College, Cincinnati . . . . .	Sister Mary Grace
University of Akron, Akron . . . . .	Norman P. Auburn
University of Cincinnati, Cincinnati . . . . .	Walter C. Langsam
University of Dayton, Dayton . . . . .	Raymond A. Roesch
University of Toledo, Toledo . . . . .	William S. Carlson
Ursuline College, Cleveland . . . . .	Mother Marie
Western College for Women, Oxford . . . . .	Herrick B. Young
Western Reserve University, Cleveland . . . . .	John S. Millis
Wilberforce University, Wilberforce . . . . .	Rembert E. Stokes
Wilmington College, Wilmington . . . . .	W. Brooke Morgan, Jr., <i>Acting</i>
Wittenberg University, Springfield . . . . .	Clarence C. Stoughton
Xavier University, Cincinnati . . . . .	Paul L. O'Connor
Youngstown University, Youngstown . . . . .	Howard W. Jones

## Oklahoma

Bethany-Nazarene College, Bethany . . . . .	Roy H. Cantrell
Langston University, Langston . . . . .	G. L. Harrison
Oklahoma Baptist University, Shawnee . . . . .	John W. Raley
Oklahoma City University, Oklahoma City . . . . .	Jack S. Wilkes
Oklahoma State University of Agriculture and Applied Science, Stillwater . . . . .	Oliver S. Willham
Panhandle Agricultural and Mechanical College, Goodwell . . . . .	Marvin E. McKee
Phillips University, Enid . . . . .	Eugene S. Briggs
University of Oklahoma, Norman . . . . .	George L. Cross
University of Tulsa, Tulsa . . . . .	Ben G. Henneke

## Oregon

Cascade College, Portland . . . . .	Edison Habegger
George Fox College, Newberg . . . . .	Milo C. Ross
Lewis and Clark College, Portland . . . . .	Morgan S. Odell
Linfield College, McMinnville . . . . .	Harry L. Dillin
Marylhurst College, Marylhurst . . . . .	Sister Consuela Maria
Mount Angel College, Mount Angel . . . . .	Mother Mary Gemma
Pacific University, Forest Grove . . . . .	M. A. F. Ritchie

Portland State College, Portland . . . . .	Branford Millar
Reed College, Portland . . . . .	Richard H. Sullivan
University of Oregon, Eugene . . . . .	
University of Portland, Portland . . . . .	Howard J. Kenna
Willamette University, Salem . . . . .	G. Herbert Smith

## *Pennsylvania*

Albright College, Reading . . . . .	Harry V. Masters
Allegheny College, Meadville . . . . .	Lawrence L. Pelletier
Alliance College, Cambridge Springs . . . . .	Arthur P. Coleman
Beaver College, Jenkintown . . . . .	Raymon M. Kistler
Bucknell University, Lewisburg . . . . .	Merle M. Odgers
Carnegie Institute of Technology, Pittsburgh . . . . .	J. C. Warner
Cedar Crest College, Allentown . . . . .	Dale H. Moore
Chatham College, Pittsburgh . . . . .	Paul R. Anderson
Chestnut Hill College, Philadelphia . . . . .	Sister Catharine Frances
College Misericordia, Dallas . . . . .	Sister M. Celestine
Dickinson College, Carlisle . . . . .	Gilbert Malcolm
Drexel Institute of Technology, Philadelphia . . . . .	James Creese
Duquesne University, Pittsburgh . . . . .	Henry J. McAnulty
Eastern Baptist College, St. Davids . . . . .	Gilbert L. Guffin
Elizabethtown College, Elizabethtown . . . . .	A. C. Baugher
Franklin and Marshall College, Lancaster . . . . .	F. de W. Bolman, Jr.
Gannon College, Erie . . . . .	Wilfrid J. Nash
Geneva College, Beaver Falls . . . . .	Edwin C. Clarke
Gettysburg College, Gettysburg . . . . .	Willard S. Paul
Grove City College, Grove City . . . . .	J. Stanley Harker
Haverford College, Haverford . . . . .	Hugh Borton
Immaculata College, Immaculata . . . . .	Sister Mary of Lourdes
Juniata College, Huntingdon . . . . .	Calvert N. Ellis
King's College, Wilkes-Barre . . . . .	George P. Benaglia
Lafayette College, Easton . . . . .	K. Roald Bergethon
LaSalle College, Philadelphia . . . . .	Brother Daniel Bernian
Lebanon Valley College, Annville . . . . .	Frederic K. Miller
Lehigh University, Bethlehem . . . . .	Martin D. Whitaker
Lincoln University, Lincoln University . . . . .	A. O. Grubb, <i>Acting</i>
Lycoming College, Williamsport . . . . .	D. Frederick Wertz
Marywood College, Scranton . . . . .	Sister M. Eugenia
Mercyhurst College, Erie . . . . .	Mother M. Eustace Taylor
Moravian College, Bethlehem . . . . .	Raymond S. Hauptert
Mount Mercy College, Pittsburgh . . . . .	Mother Margaret Mary
Muhlenberg College, Allentown . . . . .	J. Conrad Seegers
Pennsylvania Military College, Chester . . . . .	Clarence R. Moll
Pennsylvania State University, University Park . . . . .	Eric A. Walker
Rosemont College, Rosemont . . . . .	Mother Mary Aidan
St. Francis College, Loretto . . . . .	Columba J. Devlin
Saint Joseph's College, Philadelphia . . . . .	J. Joseph Bluett
St. Vincent College, Latrobe . . . . .	Quentin L. Schaut
Seton Hill College, Greensburg . . . . .	William G. Ryan
Susquehanna University, Selinsgrove . . . . .	Gustave W. Weber

Swarthmore College, Swarthmore . . . . .	Courtney C. Smith
Temple University, Philadelphia . . . . .	Millard E. Gladfelter
Thiel College, Greenville . . . . .	Fredric B. Irvin
University of Pennsylvania, Philadelphia . . . . .	Gaylord P. Harnwell
University of Pittsburgh, Pittsburgh . . . . .	Edward H. Litchfield
University of Scranton, Scranton . . . . .	John J. Long
Ursinus College, Collegeville . . . . .	Donald L. Helfferich
Villa Maria College, Erie . . . . .	Sister Doloretta
Villanova University, Villanova . . . . .	John A. Klekotka
Washington and Jefferson College, Washington . . . . .	Boyd C. Patterson
Waynesburg College, Waynesburg . . . . .	Paul R. Stewart
Westminster College, New Wilmington . . . . .	Will W. Orr
Wilkes College, Wilkes-Barre . . . . .	Eugene S. Farley
Wilson College, Chambersburg . . . . .	Paul Swain Havens

### *Puerto Rico*

Catholic University of Puerto Rico, Ponce . . . . .	Thomas A. Stanley
College of the Sacred Heart, Santurce . . . . .	Mother Rosa Aurora Arsuaga
Inter American University of Puerto Rico, San Germán . . . . .	Ronald C. Bauer
University of Puerto Rico, Rio Piedras . . . . .	Jaime Benitez

### *Rhode Island*

Brown University, Providence . . . . .	Barnaby C. Keeney
Pembroke College, Brown University, Providence . . . . .	Nancy D. Lewis, <i>Dean</i>
Providence College, Providence . . . . .	Robert J. Slavin
Rhode Island School of Design, Providence . . . . .	John R. Frazier
Salve Regina College, Newport . . . . .	Mother Mary Hilda
University of Rhode Island, Kingston . . . . .	Francis H. Horn

### *South Carolina*

Allen University, Columbia . . . . .	Frank R. Veal
Benedict College, Columbia . . . . .	J. A. Bacoats
Clafin University, Orangeburg . . . . .	H. V. Manning
Clemson Agricultural College, Clemson . . . . .	R. C. Edwards, <i>Acting</i>
Coker College, Hartsville . . . . .	John A. Barry, Jr.
College of Charleston, Charleston . . . . .	George D. Grice
Columbia College, Columbia . . . . .	R. Wright Spears
Converse College, Spartanburg . . . . .	Oliver C. Carmichael, Jr.
Erskine College, Due West . . . . .	J. Mauldin Lesesne
Furman University, Greenville . . . . .	John L. Plyler
Lander College, Greenwood . . . . .	B. M. Grier
Limestone College, Gaffney . . . . .	Andrew J. Eastwood
Newberry College, Newberry . . . . .	C. A. Kaufmann
Presbyterian College, Clinton . . . . .	Marshall W. Brown
South Carolina State College, Orangeburg . . . . .	B. C. Turner
The Citadel, Charleston . . . . .	Mark W. Clark
University of South Carolina, Columbia . . . . .	Robert L. Sumwalt



Winthrop College, Rock Hill . . . . .	Charles S. Davis
Wofford College, Spartanburg . . . . .	Charles F. Marsh

### *South Dakota*

Augustana College, Sioux Falls . . . . .	Lawrence M. Stavig
Dakota Wesleyan University, Mitchell . . . . .	Jack J. Early
Huron College, Huron . . . . .	Daniel E. Kerr
Sioux Falls College, Sioux Falls . . . . .	Reuben P. Jeschke
Yankton College, Yankton . . . . .	Adrian Rondileau

### *Tennessee*

Austin Peay State College, Clarksville . . . . .	Halbert Harvill
Bethel College, McKenzie . . . . .	Roy N. Baker
Carson-Newman College, Jefferson City . . . . .	D. Harley Fite
David Lipscomb College, Nashville . . . . .	Athens Clay Pullias
Fisk University, Nashville . . . . .	Stephen J. Wright
King College, Bristol . . . . .	R. T. L. Liston
Knoxville College, Knoxville . . . . .	James A. Colston
Lambuth College, Jackson . . . . .	Luther L. Gobbel
Lane College, Jackson . . . . .	C. A. Kirkendoll
LeMoyne College, Memphis . . . . .	Hollis F. Price
Lincoln Memorial University, Harrogate . . . . .	Robert C. Probine
Maryville College, Maryville . . . . .	Ralph Waldo Lloyd
Memphis State University, Memphis . . . . .	J. M. Smith
Milligan College, Milligan College . . . . .	Dean E. Walker
Scarritt College, Nashville . . . . .	Foye G. Gibson
Siena College, Memphis . . . . .	Sister Clarita
Southern Missionary College, Collegedale . . . . .	C. N. Rees
Southwestern at Memphis, Memphis . . . . .	Peyton N. Rhodes
Tennessee Wesleyan College, Athens . . . . .	Ralph W. Mohnhey
Tusculum College, Greeneville . . . . .	Raymond C. Rankin
Union University, Jackson . . . . .	Warren F. Jones
University of Chattanooga, Chattanooga . . . . .	LeRoy A. Martin
University of the South, Sewanee . . . . .	Edward McCrady, Jr.
University of Tennessee, Knoxville . . . . .	Andrew D. Holt
Vanderbilt University, Nashville . . . . .	B. Harvie Branscomb

### *Texas*

Abilene Christian College, Abilene . . . . .	Don H. Morris
Austin College, Sherman . . . . .	John D. Moseley
Baylor University, Waco . . . . .	W. R. White
Bishop College, Marshall . . . . .	M. K. Curry, Jr.
East Texas Baptist College, Marshall . . . . .	H. D. Bruce
Hardin-Simmons University, Abilene . . . . .	Evan Allard Reiff
Howard Payne College, Brownwood . . . . .	Guy D. Newman
Huston-Tillotson College, Austin . . . . .	John J. Seabrook
Incarnate Word College, San Antonio . . . . .	Sister M. Columkille
Lamar State College of Technology, Beaumont . . . . .	F. L. McDonald

Mary Hardin-Baylor College, Belton . . . . .	Arthur K. Tyson
McMurry College, Abilene . . . . .	Gordon Bennett
Midwestern University, Wichita Falls . . . . .	Travis A. White
Our Lady of the Lake College, San Antonio . . . . .	John L. McMahon
Pan American College, Edinburg . . . . .	R. P. Ward
Rice Institute, Houston . . . . .	William V. Houston
Sacred Heart Dominican College, Houston . . . . .	Sister M. Perpetua
St. Edward's University, Austin . . . . .	Brother Raymond Fleck
St. Mary's University, San Antonio . . . . .	Walter J. Buehler
Southern Methodist University, Dallas . . . . .	Willis M. Tate
Southwestern University, Georgetown . . . . .	William C. Finch
Sul Ross State College, Alpine . . . . .	Bryan Wildenthal
Texas Christian University, Fort Worth . . . . .	D. Ray Lindley
Texas College, Tyler . . . . .	D. R. Glass
Texas College of Arts and Industries, Kingsville . . . . .	Ernest H. Poteet
Texas Lutheran College, Seguin . . . . .	Marcus E. Rieke
Texas Southern University, Houston . . . . .	Samuel M. Nabrit
Texas Technological College, Lubbock . . . . .	R. Goodwin
Texas Wesleyan College, Fort Worth . . . . .	Law Sone
Texas Western College, El Paso . . . . .	J. R. Smiley
Texas Woman's University, Denton . . . . .	John A. Guinn
Trinity University, San Antonio . . . . .	James W. Laurie
University of Houston, Houston . . . . .	Clanton W. Williams
University of St. Thomas, Houston . . . . .	John F. Murphy
University of Texas, Austin . . . . .	Logan Wilson
Wayland Baptist College, Plainview . . . . .	A. Hope Owen
Wiley College, Marshall . . . . .	T. W. Cole

## Utah

Brigham Young University, Provo . . . . .	Ernest L. Wilkinson
College of St. Mary-of-the-Wasatch, Salt Lake City . . . . .	Sister Marie de Lourdes
University of Utah, Salt Lake City . . . . .	A. Ray Olpin
Utah State University of Agriculture and Applied Science, Logan . . . . .	Daryl Chase
Westminster College, Salt Lake City . . . . .	Frank E. Duddy, Jr.

## Vermont

Bennington College, Bennington . . . . .	William C. Fels
Goddard College, Plainfield . . . . .	Royce S. Pitkin
Middlebury College, Middlebury . . . . .	Samuel S. Stratton
Norwich University, Northfield . . . . .	Ernest N. Harmon
Saint Michael's College, Winooski . . . . .	Gerald E. Dupont
Trinity College, Burlington . . . . .	Sister Mary Claver

## Virginia

Bridgewater College, Bridgewater . . . . .	Warren D. Bowman
College of William and Mary, Williamsburg . . . . .	Alvin Duke Chandler

Eastern Mennonite College, Harrisonburg . . . . .	John R. Mumaw
Emory and Henry College, Emory . . . . .	Earl G. Hunt, Jr.
Hampden-Sydney College, Hampden-Sydney . . . . .	Joseph C. Robert
Hampton Institute, Hampton . . . . .	William H. Martin, <i>Acting</i>
Hollins College, Hollins College . . . . .	John R. Everett
Longwood College, Farmville . . . . .	Francis G. Lankford, Jr.
Lynchburg College, Lynchburg . . . . .	Orville W. Wake
Madison College, Harrisonburg . . . . .	G. Tyler Miller
Mary Baldwin College, Staunton . . . . .	Samuel R. Spencer, Jr.
Mary Washington College, Fredericksburg . . . . .	Grellet C. Simpson
Radford College, Radford . . . . .	Charles K. Martin, Jr.
Randolph-Macon College, Ashland . . . . .	J. Earl Moreland
Randolph-Macon Woman's College, Lynchburg . . . . .	William F. Quillian, Jr.
Roanoke College, Salem . . . . .	H. Sherman Oberly
Sweet Briar College, Sweet Briar . . . . .	Anne Gary Pannell
University of Richmond, Richmond . . . . .	George M. Modlin
University of Virginia, Charlottesville . . . . .	Edgar F. Shannon, Jr.
Virginia Military Institute, Lexington . . . . .	William H. Milton, Jr.
Virginia Polytechnic Institute, Blacksburg . . . . .	Walter S. Newman
Virginia State College, Petersburg . . . . .	Robert P. Daniel
Virginia Union University, Richmond . . . . .	Samuel D. Proctor
Washington and Lee University, Lexington . . . . .	Fred C. Cole

### *Washington*

College of Puget Sound, Tacoma . . . . .	R. Franklin Thompson
Gonzaga University, Spokane . . . . .	Edmund W. Morton
Holy Names College, Spokane . . . . .	Sister Marian Raphael
Pacific Lutheran College, Parkland . . . . .	S. C. Eastvold
St. Martin's College, Olympia . . . . .	Dunstan Curtis
Seattle Pacific College, Seattle . . . . .	C. Dorr Demaray
Seattle University, Seattle . . . . .	Albert A. Lemieux
University of Washington, Seattle . . . . .	Charles E. Odegaard
Walla Walla College, College Place . . . . .	P. W. Christian
Whitman College, Walla Walla . . . . .	Louis B. Perry
Whitworth College, Spokane . . . . .	Frank F. Warren

### *West Virginia*

Alderson-Broadus College, Philippi . . . . .	Richard E. Shearer
Bethany College, Bethany . . . . .	Perry E. Gresham
Davis and Elkins College, Elkins . . . . .	David K. Allen
Fairmont State College, Fairmont . . . . .	George R. Hurt, <i>Dean, Acting</i>
Marshall College, Huntington . . . . .	Stewart H. Smith
Morris Harvey College, Charleston . . . . .	Leonard Rigglesman
Salem College, Salem . . . . .	K. Duane Hurley
Shepherd College, Shepherdstown . . . . .	Oliver S. Ikenberry
West Virginia State College, Institute . . . . .	William J. L. Wallace
West Virginia University, Morgantown . . . . .	Elvis J. Stahr
West Virginia Wesleyan College, Buckhannon . . . . .	Stanley H. Martin

## *Wisconsin*

Alverno College, Milwaukee . . . . .	Sister M. Augustine
Beloit College, Beloit . . . . .	Miller Upton
Cardinal Stritch College, Milwaukee . . . . .	Sister Mary Aquin Miller
Carroll College, Waukesha . . . . .	Robert D. Steele
Edgewood College of the Sacred Heart, Madison . . . . .	Sister Mary Nona
Holy Family College, Manitowoc . . . . .	Sister M. Brideen
Lawrence College, Appleton . . . . .	Douglas M. Knight
Marquette University, Milwaukee . . . . .	Edward J. O'Donnell
Milton College, Milton . . . . .	Percy L. Dunn
Milwaukee-Downer College, Milwaukee . . . . .	John B. Johnson, Jr.
Mount Mary College, Milwaukee . . . . .	Sister M. John Francis
Northland College, Ashland . . . . .	Gus Turbeville
Ripon College, Ripon . . . . .	Fred O. Pinkham
St. Norbert College, West De Pere . . . . .	Dennis M. Burke
University of Wisconsin, Madison . . . . .	Mark H. Ingraham, <i>Dean</i>
Viterbo College, La Crosse . . . . .	Sister M. Francesca

## *Wyoming*

University of Wyoming, Laramie . . . . .	G. D. Humphrey
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## *Egypt*

American University at Cairo . . . . .	Raymond F. McLain
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## *Lebanon*

American University of Beirut . . . . .	John Paul Leonard
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## *Turkey*

American Colleges in Istanbul . . . . .	Duncan S. Ballantine
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## Honorary Members

Alfred P. Sloan Foundation  
American Association for the Advancement of Science  
American Association of University Professors  
American Association of University Women  
American Council on Education  
American Council of Learned Societies  
Carnegie Corporation of New York  
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Fund for the Advancement of Education  
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Kresge Foundation  
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United States Office of Education  
United States Steel Foundation  
Woodrow Wilson National Fellowship Foundation

# Constitution of the Association of American Colleges, Inc.

## *Article I*

### PURPOSE

The purpose of the Association shall be the promotion of higher education in all its forms in the colleges of liberal arts and sciences which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

## *Article II*

The name of this Association shall be the "Association of American Colleges, Incorporated."

## *Article III*

### MEMBERSHIP

*Section 1.* The membership of the Association shall be composed of such colleges of liberal arts and sciences and universities having colleges of liberal arts and sciences, whether located within the territorial jurisdiction of the United States of America or incorporated under American law, as may have been elected to membership by the Association on the recommendation of the Board of Directors.

*Section 2.* Church boards of education, learned societies, philanthropic foundations and other national or regional organizations concerned with higher education may be elected to honorary membership by the Association on the recommendation of the Board of Directors.

## *Article IV*

### REPRESENTATION

Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association by an accredited representative. Other members of the faculty or board of trustees of any institution belonging to this Association, the officers of church boards cooperating with such an institution and the representa-

tives of foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized as a member of the Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

## Article V

*Section 1.* The Association shall elect from its membership the following:

1. President
2. Vice President
3. Executive Director
4. Treasurer

*Section 2.* The Executive Director shall be the executive officer of the Association and shall serve until his successor is duly elected. The other officers shall serve for one year or until their successors are duly elected. Election of officers shall be by ballot.

*Section 3.* The duties of the respective officers shall be those usually connected with said offices.

## Article VI

### BOARD OF DIRECTORS

*Section 1.* The Board of Directors shall consist of the officers of the Association during their respective terms of office, the retiring president during the year immediately following his term of office and four other directors elected by ballot by the Association. In the first election of directors after the adoption of this article, one director shall be elected for four years, one for three years, one for two years and one for one year. Thereafter one director shall be elected each year for a term of four years. If any director who is not an officer of the Association be elected an officer before the expiry of his term of four years, the unexpired portion of his term shall be filled by the election of a director to replace him. No director who has served for more than one year shall be eligible for re-election except as an officer of the Association until after the lapse of one year from the expiry of his most recent term of service.

*Section 2.* The President of the Association shall be *ex officio* chairman of the Board of Directors.



*Section 3.* Except as provided by statute and as directed by the members of the Association, and subject to the Constitution and By-Laws, the Board of Directors shall have power to manage, operate and direct the affairs of the Association and fill all vacancies.

*Section 4.* The Board of Directors may on the recommendation of the Executive Director appoint an associate director and such other assistants as they consider necessary for the effective conduct of the affairs of the Association. The Associate Director shall act, as occasion may arise, as alternate to the Executive Director and shall be entitled to take part in meetings of the Board of Directors without having the right to vote.

## *Article VII*

### QUORUM

Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

## *Article VIII*

### BY-LAWS

The Association may enact By-Laws for its own government, not inconsistent with the provisions hereof and the certificate of incorporation.

## *Article IX*

### AMENDMENTS

Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two seconders. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two thirds of the members then present.

## *By-Laws*

1. Applications for membership shall be made to the Board of Directors, which shall, after investigation of the standing of the institution, recommend to the Association.

2. The annual dues shall be one hundred and fifty dollars (\$150.00) per member. Non-payment of dues for two successive years shall cause forfeiture of membership.

3. At least one meeting of the Association shall be held in the month of January of each calendar year. Special meetings may be called by the

Board of Directors, provided that four weeks' notice in writing be given each institution connected with the Association.

4. The place of the annual meeting of the Association shall be determined each year by the Board of Directors.

5. All expenditure of funds of the Association shall be authorized by resolution of the Association, or subject to later approval by the Association, by the Board of Directors.

6. The President shall appoint a Committee on Resolutions at the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions offered by members of the Association.

7. There shall be within the Association a permanent commission to be known as the "Commission on Christian Higher Education." This Commission shall have such autonomy as may be necessary in order to represent the interests of church-related colleges in general and to carry on a program of promoting spiritual values in higher education. The Commission is to operate under rules mutually agreed to by the Commission and the Board of Directors.

8. The Executive Director shall mail three copies of the official bulletin to all institutions which are members of the Association. Additional copies, either for the institution or for any officer or faculty member, may be had at a special rate.

9. These By-Laws may be amended at any business session of the Association by two thirds vote, provided that notice of the proposed amendment has been presented at a previous session.

#### POLICY

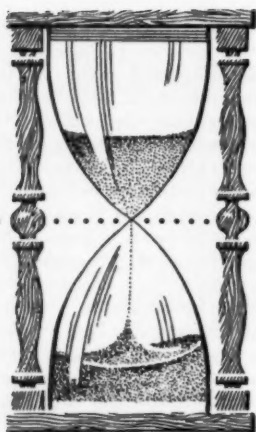
In accordance with the action of the Association, the working policy of the Association is a policy of *inclusiveness and interhelpfulness rather than of exclusiveness.*

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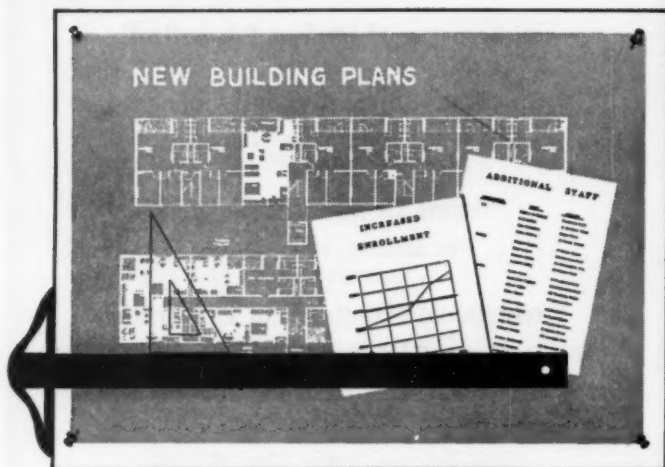
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